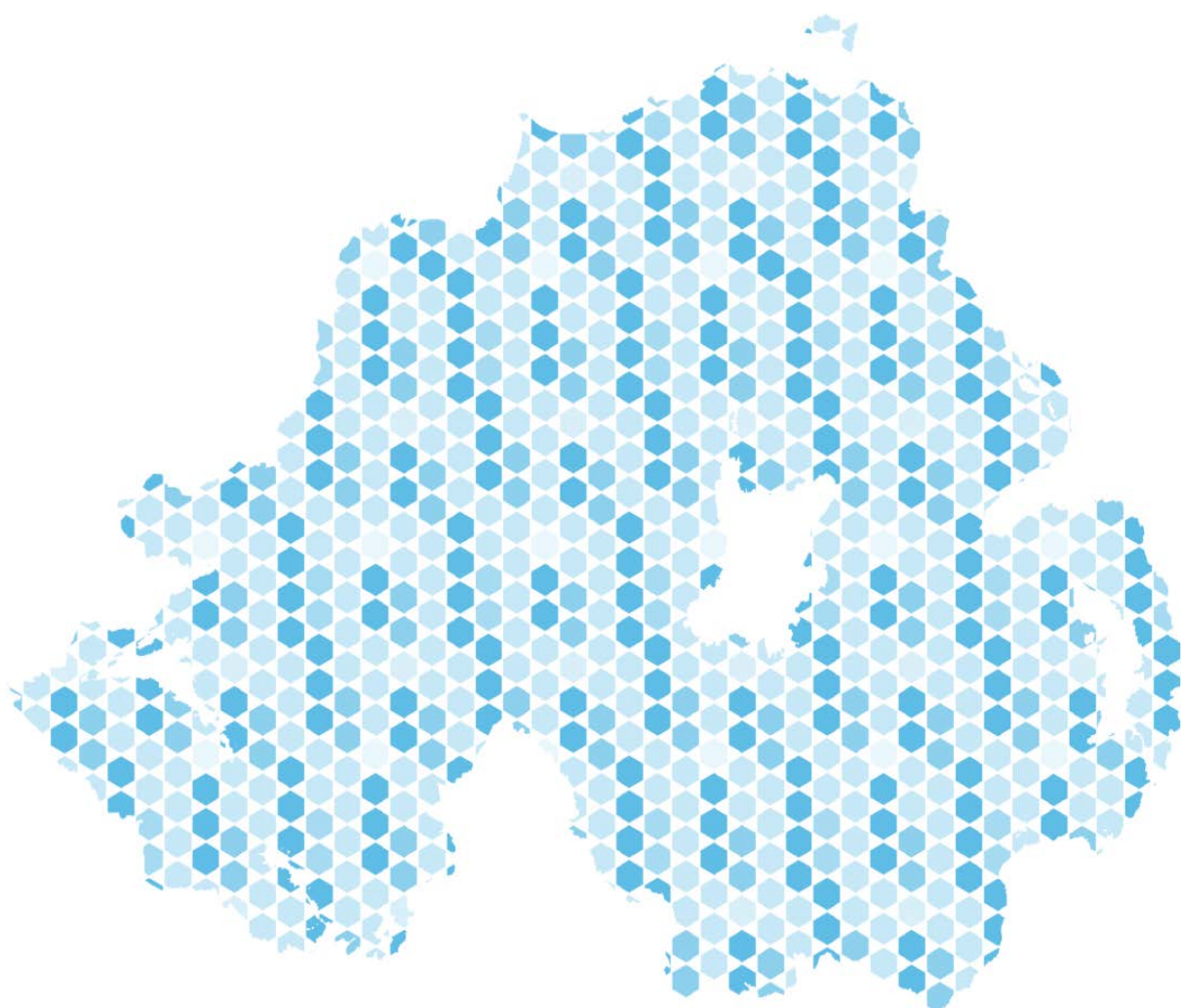


PRIMARY INSPECTION 2014-15



Education and Training
Inspectorate

Rowandale Integrated Primary
School, Moira, Co Down

Report of an Inspection in
February 2015

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
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Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Education and Training Inspectorate's (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Seventy-eight percent of parents and 88% of staff (teaching and non-teaching) responded to the questionnaires. The responses to the parental questionnaires indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their appreciation of the teachers' and support staff's work, the high expectations of the staff for the children's learning and the leadership of the principal. Most of the staff completed questionnaires and their responses were very positive; they emphasised the high quality of the working relationships across the school and the effective links with the parents and wider community. ETI has reported to the principal and representatives of the board of governors the small number of issues emerging from the questionnaires.

2. Focus of inspection

The inspection focused on:

1. the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
2. the quality of provision for literacy and numeracy in the school; and
3. the quality of leadership and management.

3. Context

Rowandale Integrated Primary School is situated in the village of Moira; most of the children come from the village and surrounding area. Over the past four years, the enrolment has steadily increased and currently stands at 197 children. Approximately 6% of the children are entitled to free schools meals and 15% of the children have been identified as requiring additional support with aspects of their learning. The school has effective links with a local primary school as part of the Community Relations, Equality and Diversity Programme (CRED) and it prides itself on its International Schools and Eco Schools Awards.

Rowandale Integrated Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	133	154	181	197
% Attendance (NI Average)	95.6%	96.4%	95.9%	96.3%
FSME Percentage ¹	7.5%	7.8%	4.4%	5.6%
% (No) of children on SEN register	15.8%	12.3%	12.7%	14.7%
No. of children with statements of educational needs	6	*	6	7
No. of newcomers	*	6	6	5

Source: data as held by the school.

* fewer than 5

4. Overall findings of the inspection

Overall Performance Level	Very Good
Achievements and Standards	Very Good
Provision	Very Good
Leadership and Management	Good

5. Achievements and standards

- The children are very well-behaved, friendly and mannerly. They are well-motivated, enthusiastic learners who settle quickly to work. The children have very good personal and social skills and work well both independently and in pairs. Across the key stages, they engage very well in the learning activities set for them by their teachers and develop effectively their thinking skills and personal capabilities.
- The school's performance data shows that most of the children, including those who require additional support with their learning, make very good progress in English and mathematics in line with their ability or above expectation.
- Throughout the school, almost all of the children engage confidently and articulately with their peers and with staff in discussing their learning, and apply skilfully their learning in literacy across the curriculum and in real-life settings. The children plan, draft and edit their work to a high standard and write purposefully in a variety of genres for different audiences. The quality of the presentation of the children's written work and, in particular, their handwriting, is a key strength throughout all key stages. By year 7, the most able children are fluent readers who are able to empathise with characters and discuss the texts they are reading.
- In mathematics, the children apply appropriately their thinking skills to make choices about their mathematical learning and to explain the calculation strategies they are using. By year 7, the most able children are secure in their knowledge of number facts and place value and demonstrate a very good working knowledge of key concepts across all areas of the mathematics curriculum. They calculate competently both simple and more complex computations and are skilled, confident and flexible in their thinking.

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

- The children are confident and competent in using a wide range of information and communication technology (ICT) resources to support their learning. They develop their ICT skills progressively across the curriculum, including skills in desktop publishing, working with images and animation.

6. Provision

- In the most effective practice, in approximately two-thirds of the lessons observed, the teachers used skilful questioning to challenge and extend the children's creative and critical thinking and to develop further their independence. The lessons were suitably paced and were appropriately challenging to meet the needs of all of the children. The teachers ensured all the children understood what was expected of them, provided an appropriate range of practical learning activities that effectively engaged and challenged the children in their learning and thinking, and used effective plenary sessions to consolidate the learning. In all of the lessons observed, the classroom assistants worked well in partnership with the teachers and supported effectively both individual and small groups of children with their learning.
- The teachers' planning is comprehensive and the teachers exploit well opportunities to make effective connections across the curriculum, including the use of ICT resources, to develop and extend further the children's knowledge and skills. In the best practice, the planning is effective and suitably differentiated to meet the needs of all the children within the class and, the teachers' regular evaluations of the planning guide well the next steps in learning and teaching. This best practice should be disseminated across the school and all of the teachers need to ensure that their evaluations are more focused on the learning and are used more consistently to inform and improve future planning.
- In the best practice, the children's work is marked regularly and there are good examples of effective written feedback by the teacher which highlight the particular strengths of the work and give the children precise guidance on how to improve their work further.
- The children with additional needs benefit from the close collaboration of the class teacher, classroom assistants and the teacher in charge of additional needs, all of whom track carefully the children's progress in their learning, share assessment information and discuss and disseminate effective practice for learning. The children's needs are identified early and a range of appropriate strategies, including effective in-class support and well-targeted, highly effective withdrawal sessions, are put in place to meet the children's needs. The individual education plans are detailed and clearly set out precise and measurable targets for individual children. In the best practice, the children's progress is evaluated on a regular basis and their targets are reviewed to ensure that the provision continues to meet effectively their needs.
- The learning and teaching in literacy is guided well by whole-school and yearly overviews that ensure continuity and progression for all of the children. The teachers' individual short-term planners guide effectively the learning and teaching in their classes and ensure the effective and seamless integration of literacy across all learning areas. A key feature of the whole-school literacy provision is the current focus on 'writing exciting sentences' which encourages the children to use a varied range of sentence types in their fiction and non-fiction writing.

- The whole-school programme for numeracy is comprehensive, provides for a broad and balanced coverage across the areas of mathematics, and ensures clear progression through the school. A key feature of the numeracy provision is the portfolio of planned, stimulating assessment tasks which extend the children's thinking, and create opportunities for them to make connections between their mathematical learning and everyday life. Across the key stages, well-focused mental mathematics activities are used as an enjoyable and challenging introduction to lessons and the teachers make effective use of a range of practical resources, including the use of ICT, to engage the children's mathematical curiosity, develop their financial capabilities and deepen their mathematical understanding.
- The quality of pastoral care in the school is outstanding. This is characterised by the very inclusive, welcoming and supportive ethos of the whole school community and in the day- to- day engagement of the staff with the children. The children's achievements, both in and out of school, are shared and celebrated through the whole-school weekly assemblies and kindness trees and boxes are used in a meaningful way in each individual class to acknowledge and praise children for their kind treatment of others. The children enjoy taking on roles of responsibility, such as anti-bullying ambassadors, peer-mediators, the eco-council and school council. The school supports both parents and children effectively to ensure the children's smooth transitions throughout their education journey from pre-school to primary and on to the next stage of their education.
- The staff give very good attention to healthy eating and physical activity. They promote healthy breaks and lunches and offer the children a wide range of opportunities to engage in regular, energetic physical activity through the physical education programme, the well-equipped and attractive outdoor environment and the after-school sporting clubs, thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The senior leadership and management of the school has managed effectively a number of significant changes in key personnel over recent years. They demonstrate a shared strategic vision for school improvement that is underpinned by the child-centred, all-inclusive integrated ethos which permeates the work in the school.
- A comprehensive school development plan (SDP) and the associated action plans are informed appropriately by the school's internal performance data, the professional opinions of the teachers and effective consultation with the parents, staff and governors. The action plans are of a good quality. The senior leadership team and co-ordinators need to monitor and evaluate more robustly the outworking of the actions plans to ensure that the many examples of best practice in learning and teaching that exist in the school are disseminated more consistently across all the key stages.
- The school has valuable links with the community it serves and it places a high value on its working relationships with parents, involving them in their children's education, through, for example, the informative newsletters, curricular evenings, providing practical written guidance on how parents can support their children's learning at home, and by creating clear and accessible communication channels

between parents and teachers. The school has a well-established CRED programme with a local primary school through which both staff and children participate in shared planning, learning and teaching experiences. They have developed wider cultural links more recently through the Comenius project and will be hosting a number of children and their families from three different countries next term.

- Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors are actively involved in the school development planning process and provide a challenge function in relation to achievements and standards, finance and the curriculum. There is an aspect of governance to review, namely, to ensure that the school development planning processes are informed by more rigorous self-evaluation at all levels.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. During the inspection, the inspectors met with a group of year 6 children. In discussions, the children spoke highly of the support they receive from their teachers and classroom assistants, the wide range of extra-curricular opportunities available to them and, they spoke very fondly of the effective wrap-around -care that is available through the breakfast club and after-school care, which they appreciate and enjoy. They reported that they feel safe, cared for in school, and know what to do if they have any worries about their safety or well-being.

8. Conclusion

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

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