

Education and Training Inspectorate

PRIMARY INSPECTION



West Winds Primary School, Newtownards, County Down

Controlled, co-educational DE ref no (401-6083)

Report of an Inspection (Involving Action Short of Strike) in
January 2019



The Education and Training Inspectorate
Promoting Improvement

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INTRODUCTION

1. Context

West Winds Primary School and Nursery Unit is a controlled primary school situated on the outskirts of Newtownards. The school enrolment has increased from 156 children in 2016 to 168. There is a single class nursery unit and a learning support centre. Most of the children come from the neighbouring area. Approximately 65% of the children are entitled to free school meals and 39% of the children are identified with special educational needs. The school was recently awarded the Marjorie Boxall Quality Mark Award for Excellence in Nurture. The school has established a number of learning partnerships, both locally and in a wider context, with other primary schools, including a council funded school trip to the Somme with a neighbouring maintained school.

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that none of the teachers would be co-operating with the inspectors. The principal and representatives of the governors co-operated with the inspection team in relation to leadership responsibilities and the designated teacher for child protection co-operated with safeguarding. The ETI has a statutory duty to monitor, inspect and report on the quality of education under Article 102 of the Education and Libraries (Northern Ireland) Order 1986. Therefore, the inspection proceeded and the following evaluations are based on the evidence as made available at the time of the inspection.

West Winds Primary School	2015-16	2016-17	2017-18	2018-19
Enrolment	156	160	174	168
% School attendance	92.1	91.1	91.9	94.2
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage ¹	71.8	78	76.5	65
No. of children on SEN register	54	64	71	66
% of children on SEN register	29.8	34.4	35.5	39
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	6	6	11

Source: data as held by the school.

* fewer than 5

N/A not available

2. Children's, parents' and staff questionnaire responses

A small number of parents and members of the support staff responded to the online, confidential questionnaires. The responses to the questionnaires were positive about almost all aspects of the life and work of the school. The ETI has communicated to the principal and the chair of the board of governors the main findings, and any individual issues arising, from the questionnaires. As a result of the action short of strike, the school did not distribute the online, confidential questionnaire information to the children.

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

3. Focus of the inspection

The ETI was unable to evaluate fully:

- outcomes for children with a particular focus on numeracy and literacy;
- quality of provision with a particular focus on numeracy and literacy including across the curriculum, and the nursery unit and the learning support centre; and
- quality of leadership and management.

4. Overall findings of the inspection

Overall effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Quality of provision	No performance level available
Leadership and management	No performance level available
Learning Support Centre	No performance level available
Nursery Unit	No performance level available

KEY FINDINGS

5. Outcomes for learners

The ETI was unable to evaluate:

- the learning outcomes for the children, including those who require additional support with aspects of their learning;
- progression in the children's learning; and
- the children's wider skills and dispositions.

6. Quality of provision

- The inspectors met with a group of year six children who spoke enthusiastically about their experiences in the school, including their appreciation of the help and support in their learning they get from the staff and the range of after-schools activities made available to them. A wide range of complementary strategies has been developed to progress the children's social and emotional development.

The ETI was unable to evaluate fully:

- the quality of the curriculum;
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning; and
- care and welfare.

7. Leadership and management

- The school development plan, a child-friendly version of which has been created for the children, is the result of comprehensive consultation with the staff and parents. It is well-informed by the school's use of a range of internal data. The staff have developed a system to track and set targets for the children's individual progress which utilises a broad range of both academic and pastoral first-hand evidence. The school's evidence suggests that the members of the recently developed middle leadership team are increasingly confident in monitoring and evaluating their curricular areas.
- The board of governors are well-informed about the life and work of the school through, for example, the establishment of link governors for core curricular and pastoral areas, including the link governor for the children's School Council. They report their confidence in the school leadership team and in the developing middle leadership team.

The ETI was unable to evaluate fully:

- the effectiveness of strategic leadership and governance;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement.

8. Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. In discussions with the inspectors, a group of year six children reported that they feel safe and happy in school and know what to do and whom to talk to if they have any concerns about their safety and well-being. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

9. Overall effectiveness

Owing to the impact of the action short of strike being taken by the staff, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the children. This will be reflected in future inspection activity.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

Inspectors observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for inspection include:

- a meeting with a representative(s) from the governors;
- meetings with groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete an online, confidential questionnaire.

Where, owing to the action short of strike, this evidence base was not available, it has been referenced in the body of the inspection report.

The arrangements for this inspection included:

- a meeting with the chairperson and designated safeguarding governor;
- the governors' self-evaluation proforma;
- discussions with the principal and the vice-principal regarding their leadership and safeguarding responsibilities;
- access to the school development plan and associated documentation;
- access to safeguarding and associated pastoral care documentation; and
- a meeting with a group of year 6 children.

Reporting terms used by the Education and Training Inspectorate

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management²:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners.
Does not impact positively enough on learning, teaching and outcomes for learners.

² And the overall provision in a unit, as applicable.

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection in 12 to 18 months.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 18 to 24 months.

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