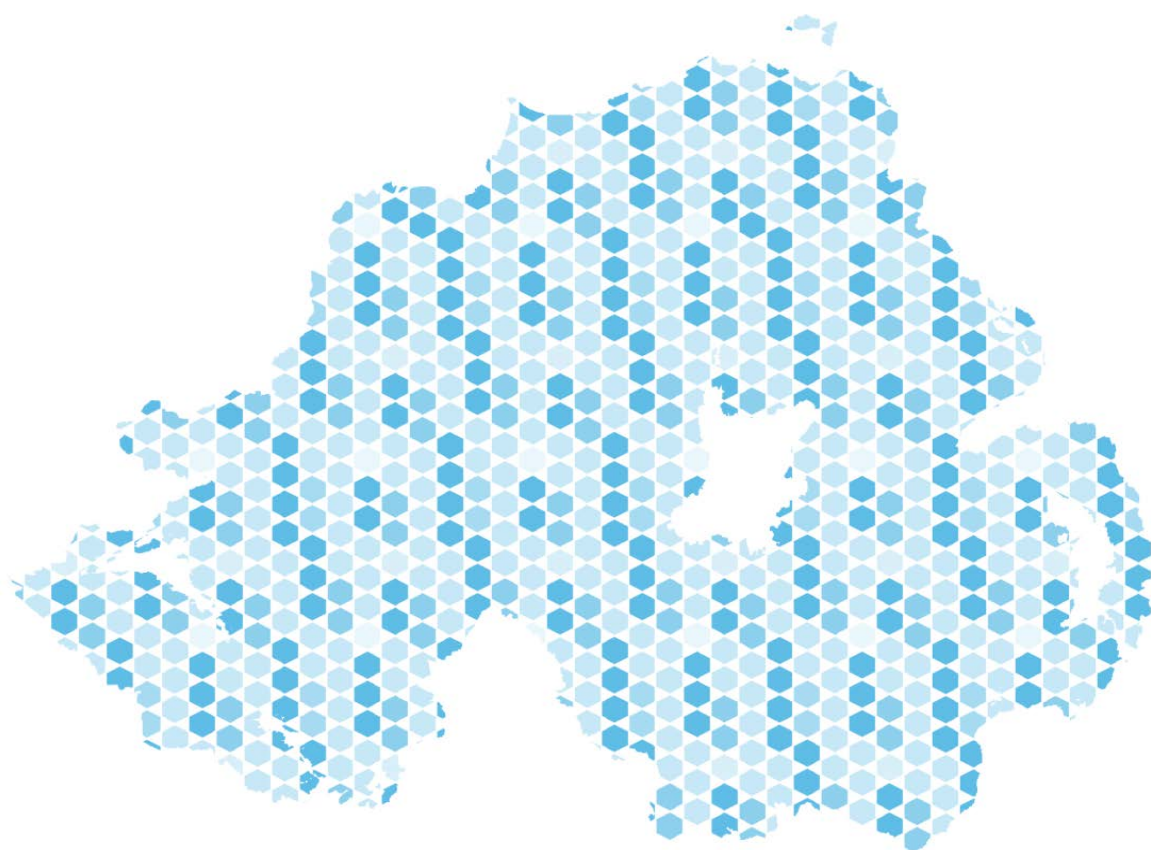


PRIMARY INSPECTION



Education and Training
Inspectorate

Lough View Integrated Primary
and Nursery School, Belfast

Integrated, co-educational

Report of a Monitoring Inspection
in June 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Monitoring Inspection of Lough View Integrated Primary and Nursery School, Belfast (406-6579)

Introduction

The aim of the Monitoring Inspection is to evaluate the extent to which the leadership and management uses self-evaluation effectively to inform the development planning process to bring about improvement. The outcome of the inspection will inform future inspection activity.

Focus of the inspection

The inspection focused on evaluating action to promote improvement and its impact on learning and teaching and outcomes for children.

During the inspection, lines of inquiry were selected from the development plan priorities; the school was asked to demonstrate if and how the actions taken have led to improvement for the children. The lines of inquiry focused on the school's actions to:

- embed mental mathematics strategies and related mathematical language to help the children improve the standards attained in the prioritised areas of measures and problem solving; and
- provide a range of pastoral learning experiences, support and initiatives that raise the children's awareness of and respect for their own rights and the rights of others.

Key findings

- Having identified, through analysis of relevant data, professional judgement and lesson observations, the need to build the children's confidence in measures and problem-solving, the teachers reviewed resources and teaching approaches; the introduction of regular assessment opportunities provides evidence of improvement in the areas under focus. As a result, the children are increasingly confident and competent in using relevant mathematical vocabulary and flexible thinking to explain their mathematical reasoning in open-ended problem solving activities. In the most effective practice observed, the teachers connect learning in a real life context using skilful questioning to explore the children's understanding.
- The school's programme for Personal Development and Mutual Understanding (PDMU), with its focus on local and global issues, impacts positively across all areas of the curriculum including the World Around Us and literacy. The staff, in both the nursery and the school, are committed to developing the children's understanding of diversity and respect for others and initiatives, such as the Roots of Empathy project promote well the children's social and emotional literacy. This skills development is evident in the children's readiness to interact with each other in well-planned opportunities to work in groups with clearly defined roles, and their willingness to listen to one another's ideas and opinions as well as express confidently their own. The school's commitment to the promotion of purposeful pastoral learning experiences is reflected in the recent achievement of a United Nations Children's Fund (Unicef) Rights Respecting Schools award.

Safeguarding

During the inspection, the school provided evidence that arrangements for safeguarding reflect the guidance issued by the relevant Departments. In discussion with a selection of year 6 children, they report that they feel safe in the school and that they are aware what to do if they have any concerns about their safety or welfare.

Conclusion

At the time of inspection, and for the lines of inquiry selected, the school is identifying and bringing about the necessary improvements in the quality of education. This will be reflected in future inspection arrangements.

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