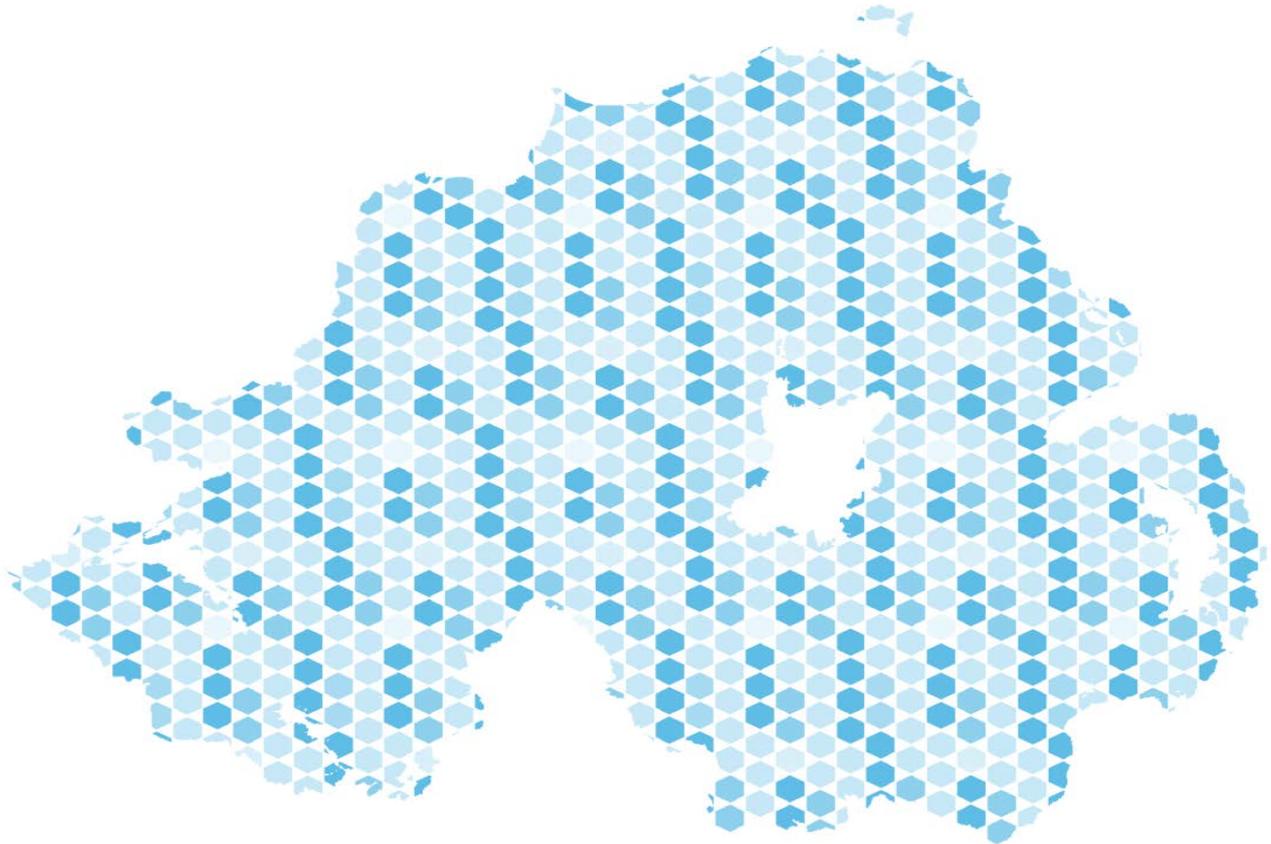


PRIMARY INSPECTION



Education and Training
Inspectorate

Windsor Hill Primary School,
Newry, County Down

Controlled, co-educational

Report of an Inspection in
January 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
SERVICE
EXCELLENCE



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INTRODUCTION

1. Context

Windsor Hill Primary School is a controlled, co-educational school situated in Church Avenue, Newry. The school is the only controlled primary school in Newry; the children attending come from a wide catchment area. Over the past four years, the school's enrolment has increased and the school is operating at almost full capacity; the percentage of children entitled to free school meals has also increased over the same period. The school has well established links for shared education with a local, maintained primary school; the children enjoy regular, joint lessons and they report that they have established friendships and opportunities to meet with some of the children involved in the programme outside of school.

| Windsor Hill Primary School | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---------|---------|---------|---------|
| Enrolment | 179 | 210 | 219 | 225 |
| % School attendance | 94.2 | 93.8 | 93.6 | N/A |
| % NI Primary school average | 95.6 | 95.4 | N/A | N/A |
| FSME Percentage ¹ | 29 | 33 | 32 | 40 |
| No. of children on SEN register | 32 | 30 | 39 | 36 |
| % of children on SEN register | 18 | 14 | 18 | 16 |
| No. of children with statements of educational need | 8 | 5 | * | * |
| No. of newcomer children | 47 | 62 | 67 | 67 |

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of children, parents and staff

Thirteen percent of parents and nearly all of the teaching and support staff responded to the confidential questionnaires. The responses to the parental questionnaire indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the caring, supportive atmosphere in the school and the dedicated, approachable staff. Nearly all of the staff responses were also very positive; they highlighted the commitment of all of the staff to the education and welfare of the children. The staff also highlighted the supportive culture in the school influenced and led by the excellent principal. The ETI has reported to the principal and representatives of the board of governors the findings and all of the additional comments from the parental and staff questionnaires.

During discussions with the year 6 children, they talked enthusiastically about their learning and the support they receive from the kind, approachable staff.

3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for children with a particular focus on numeracy and literacy including across the curriculum (and how the school is addressing low attainment and underachievement where applicable);

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

- quality of provision with a particular focus on numeracy and literacy including across the curriculum; and
- quality of leadership and management.

4. Overall findings of the inspection

| | |
|----------------------------------|--|
| Overall effectiveness | High level of capacity for sustained improvement |
| Outcomes for learners | Very good |
| Quality of provision | Very good |
| Leadership and management | Very good |

KEY FINDINGS

5. Outcomes for learners

- The children display a very positive attitude to literacy and attain very good standards. The children in the foundation stage are developing well their talking and listening skills; they are confident and willing to 'have a go' at early writing. In key stage (KS) 1 and KS2, the children's talking and listening skills are very well developed. Almost all of the children articulate their ideas and opinions with confidence and engage readily in purposeful paired and group discussion. The most able children in year 7 read with fluency and expression; they display high levels of interest in reading for enjoyment and engaged meaningfully in discussions with inspectors about their favourite authors and story forms. The quality of the presentation of most of the children's written work is very good; they develop well their individual writing styles and write for a variety of purposes.
- Overall, the standards achieved by the children in mathematics are very good. The children engage co-operatively in an appropriately broad range of mathematical activities. In the foundation stage, the children use an appropriate range of mathematical language as they explore the extensive range of well-resourced activities in play-based learning. They are flexible in applying mental mathematical strategies to solve problems and complete successfully investigations. By year 7, the most able children address confidently a variety of mathematical challenges; they have a very good understanding of key concepts across all areas of the mathematical curriculum and demonstrate flexibility in their mathematical reasoning.
- Throughout the school, there is clear evidence of the children making very good progress in all areas of their learning. The staff use an appropriate range of qualitative and quantitative data to monitor and track accurately the children's progress year-on-year to inform planning, class groupings and individual needs.
- The children are courteous, welcoming to visitors and their behaviour is exemplary. They engage enthusiastically in their learning, are articulate, respectful to their peers and adults. The children are confident, highly motivated and acquire very good leadership skills through the various roles they undertake within the School Council, as prefects and members of the Eco-Council.

6. Quality of provision

- The quality of planning, teaching and assessment are highly effective in meeting the learning needs of all of the children. During the inspection, most of the lessons observed were of a high quality and effective in bringing about learning; almost two-thirds of the lessons were very good or outstanding. In those lessons, the teachers had high expectations for the children's learning and built effectively on their prior learning. To improve further the learning and teaching, the plenary sessions should focus more clearly on the consolidation of the children's learning.
- As they progress through the school, the children grow in competence and confidence in talking, listening reading and writing. The teachers make effective use of a wide range of open-ended and appropriately challenging literacy tasks to engage actively the children in their learning, extend their thinking and develop their understanding. The whole school planning for literacy ensures that there is balanced coverage across all areas and appropriate progression in the children's learning.
- The planning for mathematics ensures that all aspects of the mathematics curriculum are covered with sufficient frequency to build upon prior learning and consolidate the children's knowledge and understanding. The teachers make very good use of a range of practical resources to develop the children's mathematical curiosity and, their thinking and problem-solving skills. Further development of the children's use of appropriate mathematical language and application to more real-life contexts would enhance their learning.
- There is highly effective provision for the children who require additional support with aspects of their learning through the very good withdrawal and in-class support. The appropriate intervention programmes impact positively on the children's learning experiences and their outcomes.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The caring ethos in the school is demonstrated through the children's extensive fund raising for a wide range of charities that support children less fortunate than themselves. The effective outworking of the school's motto of, 'care, courtesy and consideration,' and the well-informed strategies that the staff use to develop further the children's self esteem and promote their well being are clearly evident in the school.
- Throughout the school, excellent use is made of information and communication technology (ICT) to support and enrich learning across all areas of the curriculum.

7. Leadership and management

- The senior leadership in the school is outstanding; the team is highly effective and provides strategic direction underpinned by a child-centred ethos and a shared vision for future school improvement. Through a culture of encouragement, the senior leaders are continuing to build the capacity of the co-ordinators and all of the staff in monitoring and evaluating to improve further the provision and outcomes achieved by the children.

- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are well informed and involved actively in all aspects of school life; they have provided effective support to the senior leadership team and exercised their challenge function.
- The school development plan is comprehensive and supported well with appropriate action plans. The associated targets within the action plans are aligned well to the staff development programmes to support ongoing improvement within the school.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the Department of Education. The children report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

8. Overall effectiveness

Windsor Hill Primary School has a high level of capacity for sustained improvement in the interest of all the children. The ETI will monitor how the school sustains improvement.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website www.etini.gov.uk.

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

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, provision for learning and leadership and management:

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

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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