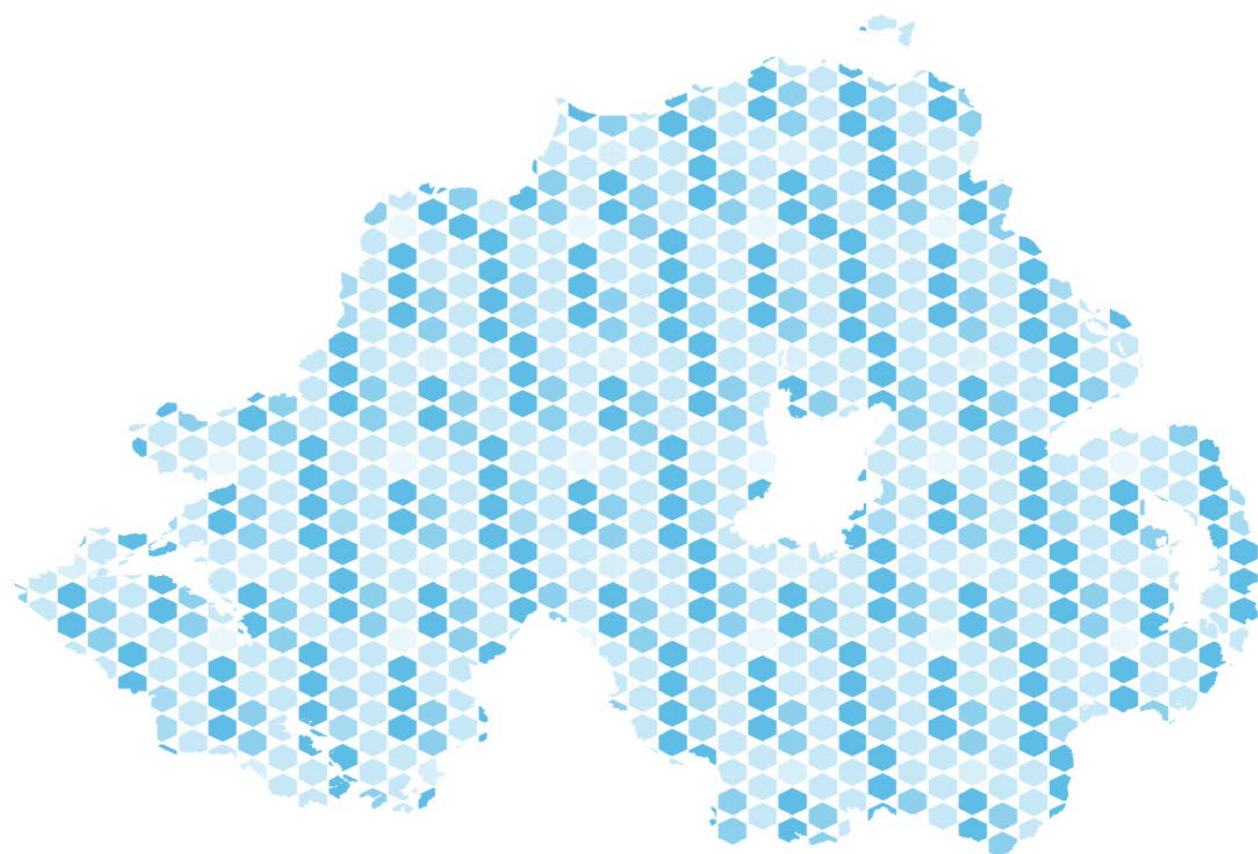


PRIMARY INSPECTION



Education and Training
Inspectorate

Woodburn Primary School,
Carrickfergus, County Antrim

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



CONTENTS

SECTION	PAGE
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	3
8. Overall effectiveness	4

APPENDICES

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

INTRODUCTION

1. Context

Woodburn Primary School is a controlled primary school situated on the outskirts of the town of Carrickfergus. Almost all of the children attending the school come from the town and surrounding rural area. The percentage of children entitled to free school meals and the proportion requiring additional help with aspects of their learning have fluctuated over the past four years. At the time of the inspection, the principal had been in post since September 2016 following a period of instability in senior leadership.

Woodburn Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	196	190	189	190
% School attendance	95.3	95.5	94.3	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	28.6	26.8	22.8	25.3
No. of children on SEN register	30	41	34	37
% of children on SEN register	15.3	21.6	18.0	19.5
No. of children with statements of educational need	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

Seven percent of parents and 64% of the staff responded to the confidential questionnaires. The responses to the parental questionnaire were positive and the written comments indicated high levels of satisfaction with the life and work of the school, in particular, the commitment of the staff and their attention to the holistic development of the children. The responses to the staff questionnaire endorsed the welcoming ethos and the effective working relationships within the school community. The ETI has communicated to the principal and the chair of the board of governors the main findings, and a small number of issues arising, from the questionnaires.

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

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

4. Overall findings of the inspection

Overall effectiveness	Address urgently the significant areas for improvement
Outcomes for learners	Important areas for improvement
Quality of provision	Requires significant improvement
Leadership and management	Requires significant improvement

KEY FINDINGS

5. Outcomes for learners

- Overall, the standards in numeracy and literacy are an important area for improvement. The work in the children's books, and the quality of the children's responses during classroom observations when compared to the school's own data on the children's level of ability, indicate that most of the children are not working to their full potential.
- In numeracy, the children are developing a high degree of accuracy in recall of number facts and in completion of mathematical operations. They have limited ability to explain their thinking and to apply their knowledge in problem-solving activities, investigations and real-life contexts.
- In literacy, the quality of the children's writing, the opportunities for them to talk about and to develop their own creative ideas with an understanding of audience and purpose are limited. However, the children read fluently, and, by the end of year 7, the most able children can talk about authors and aspects of texts. The majority of the children can express themselves fluently and articulately.
- The children are eager to learn: they participate confidently in leadership roles, such as, the Anti-Bullying Ambassadors and the Eco- and School's Councils. Their ability to collaborate effectively during group work, to take responsibility for their own learning, to develop their creative ideas and to make decisions, is underdeveloped.

6. Quality of provision

- Just over half of the lessons observed were ineffective in promoting learning. These lessons were characterised by limited planning, resulting in confusion around the intended learning, low expectations and a lack of differentiation, pace and challenge. In just under half of the lessons, the children's learning experiences were relevant to their interests, had purposeful context, supported their engagement and they experienced success.
- The approaches to assessment for learning at whole school level are limited. The teachers need to provide the children with regular feedback which they can readily understand, reflect on and apply in order to improve their work.
- Overall, the provision for numeracy and literacy requires significant improvement. The whole-school planning does not support a clear progression from year 1 to year 7 across each aspect of numeracy and literacy, nor does it guide the teachers in selecting suitable learning activities for the children. There is a need to develop, at whole-school level, an integrated, systematic and creative approach to the teaching of numeracy and literacy that enables children to make meaningful connections in their learning and to realise their potential.

- The school gives a high priority to identifying promptly the needs of children, who require additional support with aspects of their learning. There is effective liaison with a range of external support agencies, including Behaviour Support Service, Multi-Agency Support Team for Schools and Thornfield Outreach, to meet the needs of the children and to support them well in overcoming barriers to learning. They benefit from highly effective, tailored withdrawal support, which impacts positively on their confidence, personal dispositions and progress in learning. The progress made in the withdrawal classes is not built upon sufficiently in the main classrooms, where there is limited differentiation and often an over-reliance on at-elbow support from the classroom assistants.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children does not impact positively enough on learning, teaching and outcomes. The school policies and routines demonstrate a strong emphasis on the children's safety, health and well-being: the learning environment is safe, secure and welcoming, and the family atmosphere supports well the successful integration of, in particular, the children who require additional support with aspects of their learning. The children are courteous to visitors and are encouraged to care for one another in school, through for example, the UNICEF² Rights Respecting School programme. In order to develop further the impact of the provision for the care and welfare of the children, , there is a need to, through the planning for learning and teaching, meet more effectively the needs of all of the children.

7. Leadership and management

- The quality of leadership and management requires significant improvement. The development of a new leadership team is at a very early stage; it lacks a strategic focus on the learning and teaching in the school. The review of leadership roles and responsibilities at all levels needs to be a priority for the school.
- The school development planning process, while consultative and informed by findings from the school's internal evaluations, is not underpinned by an accurate baseline position. It is important that appropriate sources of first-hand evidence be reviewed rigorously in order to establish clearly this baseline position of the school and to plan strategically for improvement. There is also a requirement for a systematic and robust approach to monitoring and evaluating the impact of the action planning on the quality of the children's learning and progression by the leadership team and co-ordinators.
- The board of governors comprises a broad range of expertise and many members have a long-standing working relationship with the school. Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. There are aspects of governance to review, namely to:
 - develop further the governors' understanding of the statutory Northern Ireland Curriculum and assessment requirements to enable them to better exercise their support and challenge function.

² UNICEF means the United Nations International Children's Emergency Fund

- 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 what to do if they have any concerns about their safety or welfare.

8. Overall effectiveness

Woodburn Primary School needs to address urgently the significant areas for improvement in the interest of all the learners. It requires external support to do so.

The areas for improvement are:

- to develop a clear, shared understanding of the requirements of the statutory Northern Ireland Curriculum and of high quality learning and teaching;
- to improve the quality of the children's learning experiences and outcomes in literacy and numeracy by planning effectively for a coherent integrated curriculum, which supports effectively progression in learning;
- to review roles and responsibilities and to develop leadership at all levels; and
- for leadership at all levels to develop an effective cycle of self-evaluation leading to improvement in the children's learning experiences and on raising standards.

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.

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 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 representatives 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, quality of provision and leadership and management³:

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.

³ And the overall provision in a subject area or unit, as applicable.

© CROWN COPYRIGHT 2017

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk