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*The Education and Training Inspectorate -
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**Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



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Education and Training Inspectorate

Report of a Short Primary Inspection

**Windmill Integrated Primary School and Nursery Unit
Dungannon**

October 2006

**WINDMILL INTEGRATED PRIMARY SCHOOL, DUNGANNON, CO TYRONE
(506-6554)**

Windmill Integrated Primary School is located on the Old Eglisk Road on the outskirts of Dungannon. The school caters for children from different cultural and religious backgrounds who come mainly from the Moy, Dungannon and Cookstown areas. The school was founded in September 1988 and was housed in mobile classrooms. In April 2006, the school transferred to new premises on the original, but extended, site. The enrolment of the primary school has increased steadily in recent years and currently stands at 204.

Approximately 22% of the children are entitled to free school meals. The school has identified approximately 13% of the children as requiring additional learning support in English and mathematics.

The arrangements for the inspection of pastoral care included the completion of confidential questionnaires by the parents and meetings with a representative from the Board of Governors (BoG) and a group of children from year 6. Prior to the inspection 114 families were provided with questionnaires on the life and work of the school. Sixteen per cent of the parents responded to the questionnaire, with ten of them providing additional written comments. The majority of the parents expressed strong support for the work of the school. The comments made by the parents have been shared with the BoG and the Principal.

The school has procedures in place which implement the main guidelines outlined in the relevant Department of Education (DE) Circular 1999/10, 'Pastoral Care in Schools: Child Protection' and in DE Circular 2003/13, 'Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order', and has identified appropriately further areas for development within its pastoral care programme. The school is also implementing its procedures for the vetting of all personnel who are in a regulated position in accordance with DE Circulars 2006/06.

The school's programme for the promotion of health and well-being has many sound features. Attention is given to the development and implementation of programmes which encourage children to adopt healthy life-styles. There is a developing commitment to promoting healthy eating, and opportunities are provided for all the children to participate in a range of physical activities.

The school has significant strengths which include the:

- excellent ethos and the good relationships that exist at all levels;
- hard-working and dedicated teaching staff;
- effective contribution of the support staff to the life and work of the school;
- exemplary behaviour of the children and the high levels of motivation which they display in their work;
- quality of the teaching observed;
- good standards reached by the majority of the children by the end of year 7;

- good provision for the children who require learning support;
- process of monitoring and review that supports self-evaluation leading to improvement;
- strong commitment to maintaining links with the parents and the local community;
- conscientious and effective leadership of the Acting Principal and her vision which guides the work of the school; and
- quality of the accommodation, caretaking and cleaning.

In the areas inspected, the school has major strengths in its educational and pastoral provision. The educational and pastoral needs of the learners are being well met. The parents can have confidence in the school's capacity for sustained self-improvement. No follow-inspection is required.

STATISTICAL INFORMATION ON WINDMILL INTEGRATED PRIMARY SCHOOL NURSERY UNIT

1. Details of Children

Number of children:	Class 1
Attending full-time	27
Attending part-time	0
Under 3 years of age*	0
With statement of SEN**	1
At CoP stages 3 or 4***	0
At CoP stages 1 or 2***	0
With English as an additional language	3

* On 1 July.

** Special Educational Needs.

*** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

Percentage qualifying under DE admission criteria 1 or 2.	18.5%
Average attendance for the previous year.	92.8%

2. Duration of Sessions

Part-time: am
3 hours

3. Details of Staff

Number of:	Part-Time
Teachers	1
Unqualified SEN Assistant	1
Qualified Nursery Assistants	2

Number of: ****	
Students	2
Trainees	0

**** Total placements since September of current year

4. Parental Questionnaires (to be completed by Inspection Services Branch)

Number issued	27
Percentage returned	14%
Number of written comments	1

WINDMILL INTEGRATED PRIMARY SCHOOL NURSERY UNIT

1. Windmill Nursery Unit is accommodated in a separate building in the grounds of Windmill Integrated Primary School. The children come mainly from the surrounding area.

2. The parents, staff and management group were given opportunities to express their views about the nursery through the inspection questionnaires. Fourteen per cent of parents returned a questionnaire; one parent added written comments. The parents expressed a high level of satisfaction with the nursery provision. The responses from the members of staff also indicated a high level of satisfaction and expressed a desire to have more time to plan and assess the programme together. All the responses have been taken into account as part of the inspection.

3. The nursery has appropriate policies and procedures for child protection that comply with DE Circulars and guidance. The inspection evidence indicates that these policies and procedures are implemented effectively and consistently to safeguard the children.

4. The nursery demonstrates a strong commitment to promoting a healthy lifestyle among the children. Very good opportunities are provided for the children to participate in a wide range of appropriate energetic physical activities.

5. The main strengths within the nursery's educational and pastoral provision are as follows:

- the positive ethos helps to promote the children's confidence, self-esteem, and good behaviour. The nursery unit is attractively presented and the well organised environment helps to foster a settled climate for learning where children's play is both purposeful and productive. Relationships at all levels are good;
- the children are well-behaved, friendly and welcoming. They co-operate well with the staff;
- the staff give sensitive support as they engage with the children at their activities. In the best practice observed, the staff extended the children's language and learning appropriately. The nursery unit has three children who have English as an additional language. Currently, a significant minority of children still require support to develop concentration, communication and social skills;
- the staff made good efforts to identify and address the children's learning difficulties and to maintain effective liaison with the parents;
- the daily timetable is well organised and provides suitable periods of uninterrupted play during which the children have adequate time to make choices and to explore freely the full range of activities. Appropriate time is given to a story and physical play sessions;
- there are good learning opportunities in most aspects of the pre-school curriculum. The children's language is developed appropriately through skilful and expressive story-telling and the use of rhymes and songs and discussion with the children and the provision of creative experiences is a particular strength;

- the staff have developed good links with the parents and encourage them to play a full role in the education of their children and the life of the nursery unit. In addition to the informal meetings with the parents each day, the staff provide an opportunity for formal meetings three times a year, to discuss the children's progress;
- the staff are committed to the children's welfare, they are hard-working and have a caring and enthusiastic approach to their work with the children; and
- the teacher-in charge of the nursery unit provides effective leadership. She is committed to reflect on and improve their practice, particularly in relation to the development of outdoor play experiences.

6. The inspection identified areas for improvement. The following is the most important area that needs attention:

- more appropriate opportunities are needed for the staff to work together to develop the planning and assessment methods in order to ensure that the activities progress appropriately throughout the year, that the information is linked to the planning and the children's differing needs are met effectively.

7. The staff have developed an appropriate approach to self-evaluation and have made use of the document 'Together Towards Improvement' and the Digital Versatile Disk 'Improvement Through Self-Evaluation'. The teacher-in-charge has developed useful methods of self-evaluation and there is good evidence that her efforts have improved the children's experiences. This has resulted in a detailed school development plan with appropriate targets for improvement.

8. The nursery has important strengths in most of its educational and pastoral provision. The inspection has identified minor areas for improvement which the nursery has the capacity to address. The nursery's progress on the areas for improvement will be monitored by the District Inspector.

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