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*The Education and Training Inspectorate -
Promoting Improvement*



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

Education and Training Inspectorate

Report of a Short Inspection

**Windsor Hill Primary School
Newry**

Inspected: November 2009

WINDSOR HILL PRIMARY SCHOOL, NEWRY, CO DOWN, BT34 1DY (501-6451)

SCHOOL CONTEXT

Windsor Hill Controlled Primary School is situated near to the centre of Newry, Co Down. The enrolment has declined over recent years and is currently 163. At the time of the inspection, approximately 15% of the children were entitled to free school meals and approximately 35 % of the children were identified as requiring additional support with aspects of their learning. Since 2006 there has been a growth in newcomer children, at present, the school has identified 25 children from a range of countries.

FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management.

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection. Of the questionnaires issued to the parents, (43%) were returned to Department of Education (DE), including 16 which contained an additional written comment. Most of the parental questionnaires and written comments indicated high levels of satisfaction with and appreciation of most aspects of school life, highlighting in particular the hard work of the Principal and staff, the welcoming nurturing ethos and the quality of the learning environment. The inspection team have discussed issues arising from the questionnaires with the Principal.

Seven of the teachers responded to the online questionnaire. Their responses were very positive, highlighting in particular the strong sense of team-working amongst the staff, their enjoyment of working in the school and the opportunities for professional development.

The Chairperson of the Board of Governors (governors) met with members of the inspection team and expressed his appreciation of the strong focus on providing good learning experiences for the children, the hard work of the Principal and staff and the effective manner in which the school addresses the additional needs of the children.

The inspectors also met with a group of year 6 children most of whom talked very positively about aspects of school life they enjoy. The children spoke enthusiastically about the school, the teachers and the range of extra-curricular activities. They are very aware of what to do if they have worries about their safety or well-being.

PASTORAL CARE

The quality of arrangements for pastoral care in the school is good. Among the strengths are the positive relationships at all levels which foster a caring and supportive ethos throughout the school; the strong commitment to inclusion, the support for the children's additional educational needs and the development of good cross-community links. In addition, the staff have created a safe, pleasant and secure learning environment for the children in which they feel at ease.

In order to improve the pastoral provision, there is a need to develop the children's independence further and their contribution to the decision-making processes within the school and classrooms.

CHILD PROTECTION

The school has very good arrangements in place for safeguarding the children and these reflect fully the guidance issued by DE.

HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity, for example, a healthy fruit tuck shop and success in health-related award schemes and competitions, which encourage the children to adopt healthy lifestyles.

CONCLUSION

The strengths of the school include the:

- caring and supportive ethos throughout the school;
- effectiveness of the strategies in place to support those children with additional needs;
- high quality of whole-school planning and self-evaluation;
- good standards achieved by the majority of the children, particularly in numeracy;
- overall quality of the teaching, which was good or better in almost all of the lessons observed and, in a few occasions, it was outstanding; and
- effective leadership, management and commitment of the Principal, ably supported by the Vice-principal and the staff, to the life and work of the school.

An area for improvement is the need for:

- more consistent use of marking for improvement strategies to raise standards further.

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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