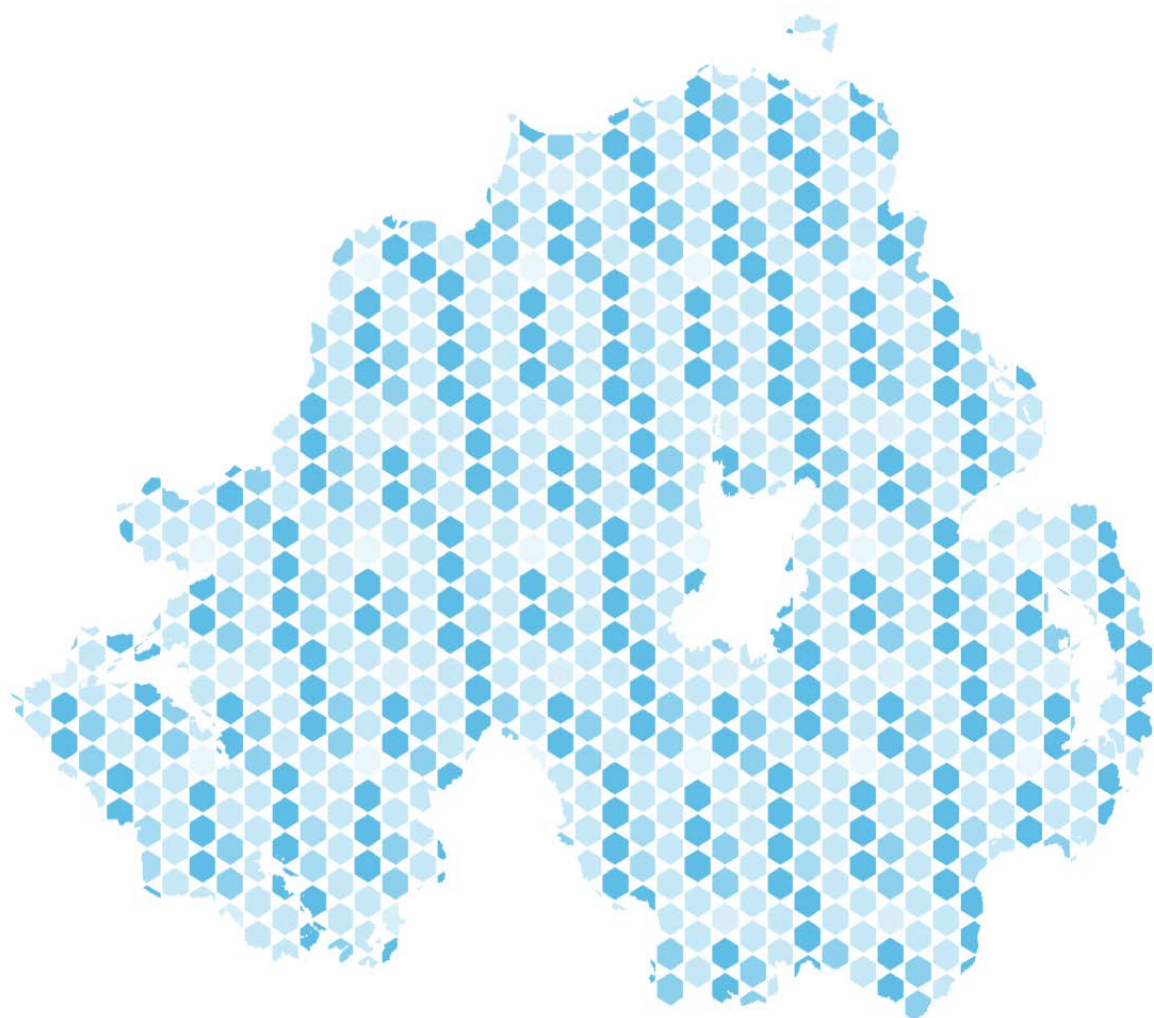


PRIMARY INSPECTION



Education and Training
Inspectorate

Glenraig Integrated Primary
School, Holywood

Report of an Inspection
in September 2013



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



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 Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the Inspectorate's publication *Together Towards Improvement: a process for self evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed teaching and learning, 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. All of the comments raised in the questionnaires were shared with the principal and the governors.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Teaching staff	9	5	55%	*
Support Staff	9	*	*	*
Parents	161	31	19%	14

* fewer than 5

The ETI is trialling a range of methods for collecting the views of parents/carers about the life and work of the school. As a result, the response rate to the parent/carer questionnaires may be low.

2. Context

Glenraig Integrated Primary School is located between Holywood and Bangor and has held integrated status since 2004. The children come from a wide catchment area. Enrolment has remained steady over the last four years.

Glenraig Integrated Primary School	2010/11	2011/12	2012/13	2013/14
Enrolment	226	219	221	219
% Attendance (NI Average)	96.5%	96.5%	96%	-
FSME Percentage ¹	5.8%	5.9%	6.4%	6.4%
% (No) of children on SEN register	13.7%	11.8%	14%	14.2%
No. of children with statements of educational needs	6	7	7	8
No. of newcomers				

Source: data as held by the school.

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

3. Focus of inspection

The inspection focused on:

- the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and under-achievement where applicable;
- the quality of provision in the school; and
- the quality of leadership and management.

4. Overall finding

Overall Performance Level	outstanding
Achievements and Standards	outstanding
Provision	outstanding
Leadership and Management	outstanding

Key findings of the inspection

5. Achievements and standards

- Almost all of the children are highly motivated and engage fully in their learning. They respond positively to the school's behaviour strategies, settle quickly in the lessons and are keen to contribute to discussions and present their ideas to the class. The emphasis placed on the development of the children's thinking skills and personal capabilities is evident across the school and, as a result, the children have very good levels of interest and can apply their skills and problem-solving capabilities to a range of learning activities.
- An analysis of the end of Key Stage (KS) 2 performance data shows that, in English and mathematics, the school's performance is consistently above the Northern Ireland (NI) average*. Compared with schools in the same free school meals category, the performance in English and mathematics has been above the average in three of the past four years. The school's internal performance data shows that almost all of the children, including those who require additional support with aspects of their learning, make very good progress in English and mathematics in line with their ability.
- The work in the children's books and on display throughout the school is of a very high standard. The children work effectively in pairs or groups, sharing their ideas with confidence and writing competently for a range of purposes and audiences. They have a sound mathematical understanding, have acquired a range of strategies to solve problems and have flexibility in their thinking.

* Due to the current transition period in the arrangements for statutory assessment, this analysis of the end of KS2 performance data is based on the outcomes up to but not including the 2012/13 school year.

- Almost all of the children receiving additional support in literacy and numeracy make very good progress in line with their ability.
- The children in year 7 have participated in the Council for the Curriculum Examinations and Assessments (CCEA) ICT Accreditation Scheme, and, in the last two years, have achieved standards above the NI average.

6. Provision for learning

- There is a comprehensive approach to whole-school planning which provides a clear overview across the curriculum to ensure continuity and progression in the children's learning. The teachers' evaluations reflect the children's progress and are used to inform future learning and teaching.
- All of the teaching observed was good or better; in most of the lessons the teaching was very good or outstanding. In the most effective practice, the teachers build on the children's prior learning; use a range of questioning techniques effectively to extend the children's thinking and language skills; engage actively with the children; and use opportunities to connect the children's learning across the curriculum in meaningful contexts. Effective feedback is given to the children throughout the lessons and the comments in the books focus on how the children can improve the quality of their work. The teachers are well supported in their work by the skill and commitment of the classroom assistants.
- The quality of the provision for special educational needs is outstanding. The children's learning needs are identified early by the special educational needs co-ordinator (SENCO), assistant SENCO and class teachers. A range of effective support strategies, including well-planned in-class and withdrawal sessions for numeracy and literacy, are in place. Comprehensive individual education plans are reviewed regularly and guide the provision for the children; the targets and strategies to support and extend learning are well matched to their needs and abilities. The classroom assistants work closely with the teachers and support effectively the children throughout the day. The school has strong and well-established links with a range of external support agencies and with the parents.
- The outstanding quality of the arrangements for pastoral care in the school is characterised by the inclusive ethos, and the excellent working relationships and mutual respect at all levels which foster positive values and attitudes for life-long learning. In discussions held with the children, they reported that they enjoy school life and value the opportunity to contribute to decision-making through the school council.
- The school places a high priority on promoting healthy eating and physical activity. The staff use a range of strategies and initiatives to encourage the children to adopt healthy lifestyles, including the promotion of healthy snacks and lunches and a wide range of physical and sporting activities.

7. Leadership and management

- Since her appointment in September 2007 the principal has provided outstanding leadership and has worked closely with the staff and governors to develop a collegial approach to school development planning through a culture of self-evaluation. She is very well supported by the vice-principal and the co-ordinators who monitor and evaluate the quality of the children's work and provide appropriate guidance to their colleagues to ensure a high quality of professional practice in the school.
- The school improvement process is clearly linked to a well-constructed school development plan (SDP), underpinned by rigorous self-evaluation. There are effective processes for consultation about the SDP within the school community, efficient use of data, effective monitoring and evaluation and very good staff development which supports innovative strategies that raise further the standards attained by the children.
- The strong sense of collegiality amongst the staff ensures they all contribute to the self-evaluation process to inform the identification of appropriate priorities for development through the school development planning process.
- The well-informed governors support the principal and staff very well in the implementation of the SDP and make a very positive contribution to the life and work of the school. Based on the evidence presented at the time of inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. The children report that they feel safe and secure in school and know who to speak to if they have any concerns about their safety and well-being.

8. Conclusion

In the areas inspected the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

Health and safety

- The lack of a gate to segregate children playing in close proximity to vehicles has been highlighted by the school on several occasions as a concern. It remains of high concern and needs to be addressed as a matter of urgency.
- The flat roof on the school constantly presents leaks during periods of heavy rain and often leads to internal damage.

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