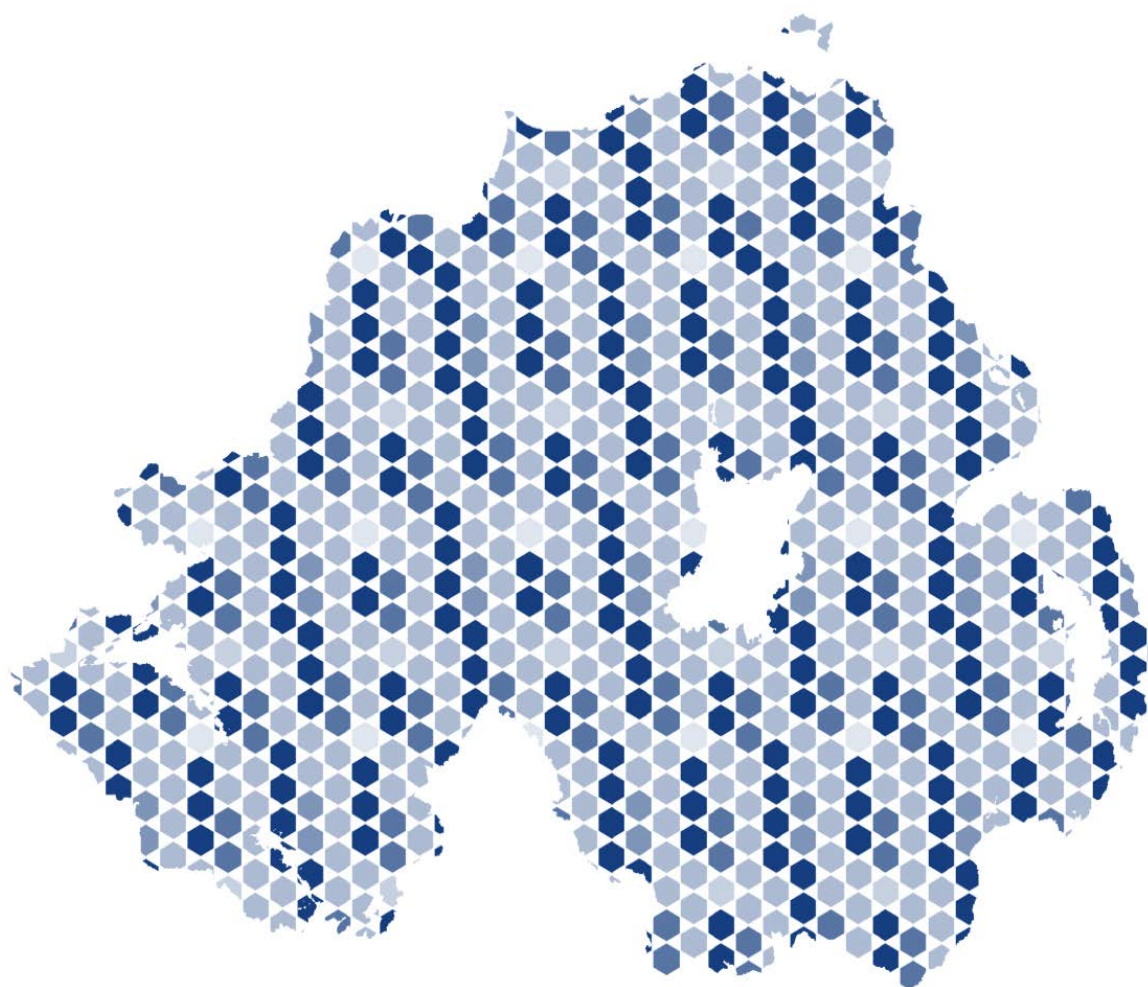


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

Killicomaine Junior High School,  
Portadown, County Armagh

Controlled, co-educational

Report of an Inspection (Involving  
Action Short of Strike) in  
October 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	1
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	2
8. Safeguarding	2
9. Overall effectiveness	3

## Appendices

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

## INTRODUCTION

### 1. Context

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that none of the teachers, including the principal and senior leadership team, would be co-operating with the inspectors. The governors also refused to co-operate with the inspection team. The ETI has a statutory duty to monitor, inspect and report on the quality of education under Article 102 of the Education and Libraries (Northern Ireland) Order 1986. Therefore, the inspection proceeded and the following evaluations are based on the evidence as made available at the time of the inspection.

### 2. Views of parents and staff

As a result of the ASoS, the school refused to distribute the online questionnaire information to parents and staff or to facilitate the focus group meetings with pupils. Therefore it is not possible to report on the views of parents and staff.

### 3. Focus of the inspection

In order to promote improvement in the interests of all pupils, the purpose of a post-primary inspection is to:

- evaluate the quality of the provision and the outcomes for the pupils;
- evaluate the school's leadership and management and its capacity to effect and sustain improvement in its provision and standards; and
- inform the school's planning for improvement.

The ETI was unable to evaluate:

- the quality of the provision and the overall outcomes for the pupils;
- the school's leadership and management and its capacity to effect and sustain improvement in its provision and standards;
- the quality of the provision in English, mathematics and physical education; and
- the quality and impact of the provision for the care, welfare and support of the pupils.

### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	Unable to assure the quality of education
<b>Outcomes for learners</b>	No performance level available
<b>Quality of Provision</b>	No performance level available
<b>Leadership and management</b>	No performance level available

## **KEY FINDINGS**

### **5. Outcomes for learners**

The ETI was unable to evaluate:

- the outcomes attained by the pupils;
- progression in the pupils' learning; and
- the pupils' wider skills and dispositions.

### **6. Quality of provision**

The ETI was unable to evaluate:

- the quality of the curriculum (including breadth, balance and appropriateness);
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning; and
- the quality of provision in English, literacy, mathematics and numeracy, and physical education across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

### **7. Leadership and management**

At the time of the inspection, the governors refused to co-operate with inspectors. Consequently, they did not complete the governance self-evaluation proforma or meet with the inspection team.

The ETI was unable to evaluate:

- the effectiveness of strategic leadership and governance;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement (including self-evaluation and the development planning process).

### **8. Safeguarding**

During the inspection the school did not provide any evidence that the arrangements for safeguarding reflect or broadly reflect the guidance from the Department of Education. Owing to the action short of strike, and the refusal of the governors to co-operate with inspectors, the ETI was unable to evaluate the outworking of the arrangements for safeguarding in the school.

## **CONCLUSION**

### **9. Overall effectiveness**

Owing to the impact of the action short of strike being taken by the principal and teachers the ETI is unable to assure parents/carers, and the wider school community and stakeholders of the quality of education and safeguarding being provided for the pupils. The school is a high priority for future inspection with no further notice.

The ETI will also return to the school within six weeks to monitor and report on the arrangements for safeguarding<sup>1</sup>.

---

<sup>1</sup> The Department of Education will seek assurance from the Education Authority that it is working with the school in relation to the inspection report.

### **Inspection methodology and evidence base**

The ETI's Inspection and Self-Evaluation Framework publication, which is available at: <http://tinyurl.com/ISEF-Post-Primary>.

## 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 management<sup>2</sup>:

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.
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.

<sup>2</sup> And the overall provision in a subject area or unit, as applicable

## **ADDENDUM TO THE REPORT ON THE INSPECTION OF KILLICOMAINIE JUNIOR HIGH SCHOOL IN OCTOBER 2017**

### **SAFEGUARDING**

The ETI returned on 14 December 2017 to monitor and report on arrangements for safeguarding.

The purpose of the visit was to provide the school with a further opportunity to provide evidence on its arrangements for safeguarding; owing to action short of strike, the school did not provide evidence about safeguarding arrangements at the time of the inspection on 9 October 2017.

During the follow-up visit, the school provided evidence that arrangements for safeguarding reflect broadly the guidance from the Department of Education.

However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school, including talking to the pupils.

### **HEALTH AND SAFETY**

The school has taken steps to manage traffic flow at the front of the school, however, the need for a more fundamental solution to traffic control remains.



© 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](http://www.etini.gov.uk)