

PRIMARY INSPECTION



Education and Training
Inspectorate

All Children's Integrated Primary
School, Newcastle, County Down

Integrated, co-educational

Report of an Inspection (Involving
Action Short of Strike) in
January 2018



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	2
8. Safeguarding	3
9. Overall effectiveness	3
APPENDICES	
A. Inspection methodology and evidence base	
B. Reporting terms used by the Education and Training Inspectorate	

INTRODUCTION

1. Context

All Children's Integrated Primary School is situated on King Street in Newcastle and draws its children from the surrounding area and from further afield.

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 would be co-operating with the inspectors. 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.

All Children's Integrated Primary School	2014/15	2015/16	2016/17	2017/18
Enrolment	227	223	209	213
% Attendance	95.5	95.7	95.8	95.1
% NI Primary School Average	95.4	95.5	N/A	N/A
Percentage of children entitled to Free School Meals (FSM)	23.3	28.7	25.4	26.7
No. of children on SEN register	29	18	30	35
% of children on SEN register	12.8	8.1	14.9	16.4
No. of children with statements of educational needs	5	*	7	6
No. of newcomers	*	*	*	*

Source: Data as held by the school.

* Fewer than 5

N/A not available

2. Views of parents and staff

A small number of staff responded to the confidential, online questionnaires and indicated wholly their support for the work of the school, there were no additional written submissions.

3. Focus of the inspection

The ETI was unable to evaluate the:

- outcomes for children with a particular focus on numeracy and literacy;
- quality of provision with a particular focus on numeracy and literacy including the reception provision; and
- quality of leadership and management.

4. Overall findings of the inspection

Overall effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Quality of provision	No performance level available
Leadership and management	No performance level available

KEY FINDINGS

5. Outcomes for learners

The ETI was unable to evaluate:

- the learning outcomes for the children, including those who require additional support with aspects of their learning;
- progression in the children's learning; and
- the children's wider skills and dispositions.

6. Quality of provision

The ETI was unable to evaluate:

- the quality of the curriculum;
- 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
- care and welfare.

7. Leadership and management

- During the inspection, the ETI met with the principal and representatives of the board of governors. The governors are very well informed about the life and work of the school and use effectively their collective experience in supporting strategically and challenging constructively the school improvement process. Based on the evidence available at the time of the inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated.
- The school development plans are informed by thorough analysis of data and extensive consultation with the school community. In key curricular areas, baseline standards have been established appropriately and targets for improvement set for each child and class. The improvement plans are well-structured, have clear targets and outline a range of strategies to monitor and evaluate the impact of action to promote and sustain improvement.

The ETI was unable to evaluate fully:

- the effectiveness of strategic leadership;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement.

8. Safeguarding

- During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. The school should continue to implement the planned review of policies and procedures to reflect current guidance and best practice. In discussion with a group of year 6 children, they reported that they are happy in school and know what to do if they have any concerns about their well-being. Owing to action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

9. Overall effectiveness

Owing to the impact of the action short of strike being taken by the staff, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the children. This will be reflected in future inspection activity.

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 observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for inspection include:

- a meeting with a representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential, online questionnaire.

Where, owing to the action short of strike, this evidence base was not available, it has been referenced in the body of the inspection report.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- a discussion with a group of year 6 children; and
- an opportunity to read documentation presented as supporting evidence of school development planning and the safeguarding arrangements.

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 management¹:

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.

¹ And the overall provision in a unit, as applicable.

© CROWN COPYRIGHT 2018

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