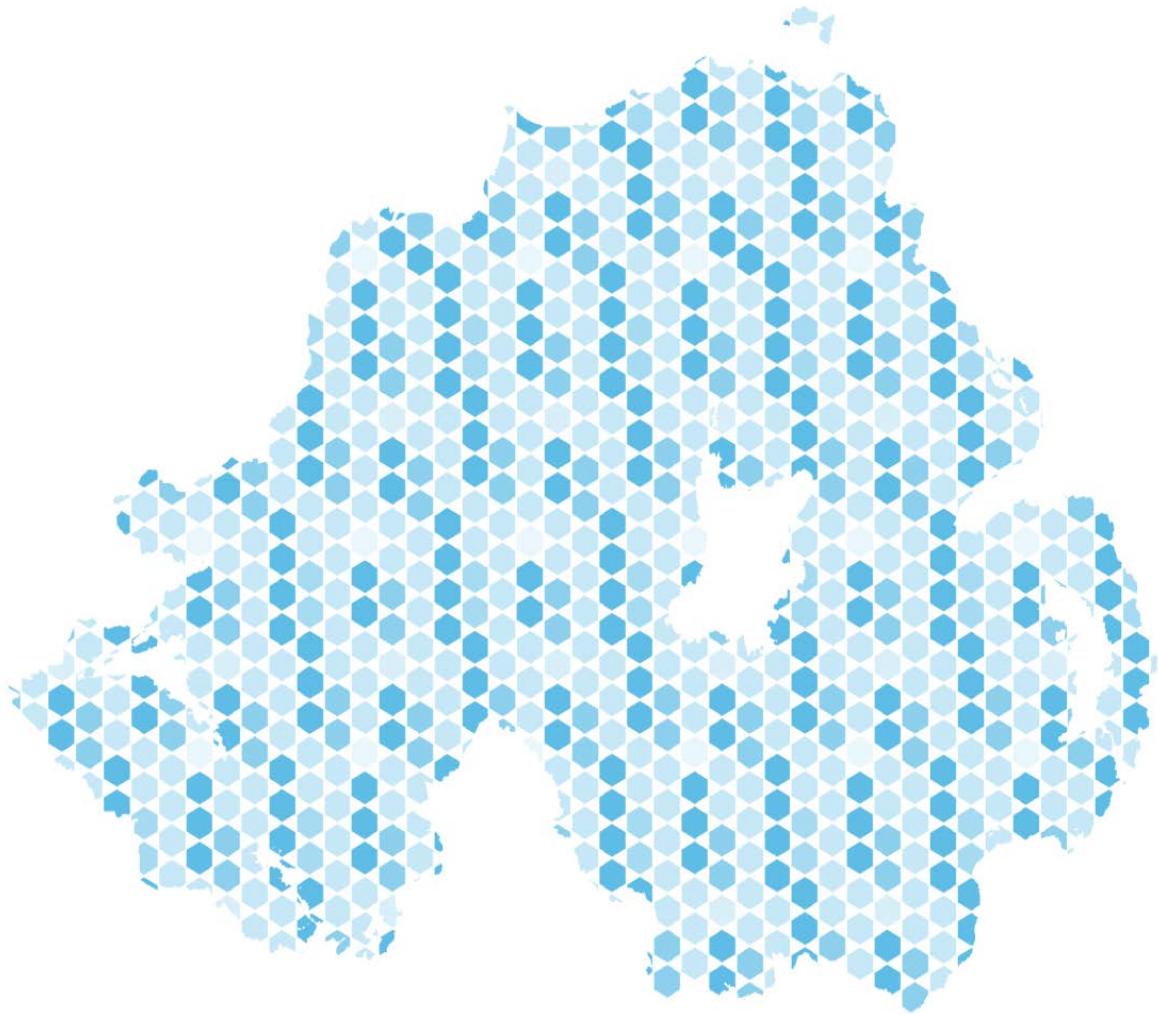


PRIMARY INSPECTION



Education and Training
Inspectorate

Anahorish Primary School,
Toomebridge, County Antrim

Maintained, co-educational

Report of an Inspection (Involving
Action Short of Strike) in
January 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Contents

Section	Page
Introduction	
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	3
8. Overall effectiveness	3
Appendices	
A. Inspection methodology and evidence base	
B. Reporting terms used by the Education and Training Inspectorate	

INTRODUCTION

1. Context

Anahorish Primary School is situated in a rural location within the Parish of Ardtrea North, two miles from Toomebridge and three miles from Bellaghy. The school is currently undergoing major refurbishment and re-building work under the Department of Education (DE) School Enhancement Programme.

Anahorish Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	177	170	182	175
% School attendance	96.2%	97.3%	97%	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	16%	15%	15%	17%
No. of children on SEN register	37	27	40	51
% of children on SEN register	21%	16%	22%	29%
No. of children with statements of educational need	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

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 all of the teachers, including the principal, would not be co-operating with the inspectors. The ETI have 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. 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

Ten percent of parents responded to the confidential questionnaire. Almost all the responses from the parental questionnaires were positive and in particular the parents indicated their appreciation of the high quality of support and care provided to the children by the staff and the learning and teaching approaches which are well matched to the children's needs and interests. Fifty percent of the staff responded to the confidential questionnaire; almost all of the responses were positive. The ETI has communicated to the principal and representatives of the board of governors the main findings, and any individual issues arising from the questionnaires.

3. Focus of the inspection

The ETI was unable to evaluate:

- the outcomes for children with a particular focus on literacy (including how the school is addressing low attainment and underachievement, where applicable);
- the quality of provision; and

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

- the quality of leadership and management.

Where it has been possible to evaluate aspects of the foci, they are reported below.

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

- During the inspection, members of the ETI team met with a group of the most able readers from year 7. The children read fluently and showed evident enthusiasm for their books. They demonstrated very good levels of inferential understanding and used appropriate strategies to work out the meanings of unfamiliar words.

The ETI was unable to evaluate:

- the standards attained by the children;
- the 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

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).
- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding learners reflect broadly the guidance issued by the relevant Departments. However, the school needs to:
 - update the child protection training for the Chair and the Designated Governor which has been applied for in term two.

A group of year six children report that they feel safe and secure in school and know who to go to if they have any concerns.

CONCLUSION

8. 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, the wider school community and stakeholders of the quality of education being provided for the children. The school is a high priority for future inspection with no further notice.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website www.etini.gov.uk.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of children;
- a meeting to discuss the arrangements for safeguarding and child protection;
and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

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.

© 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