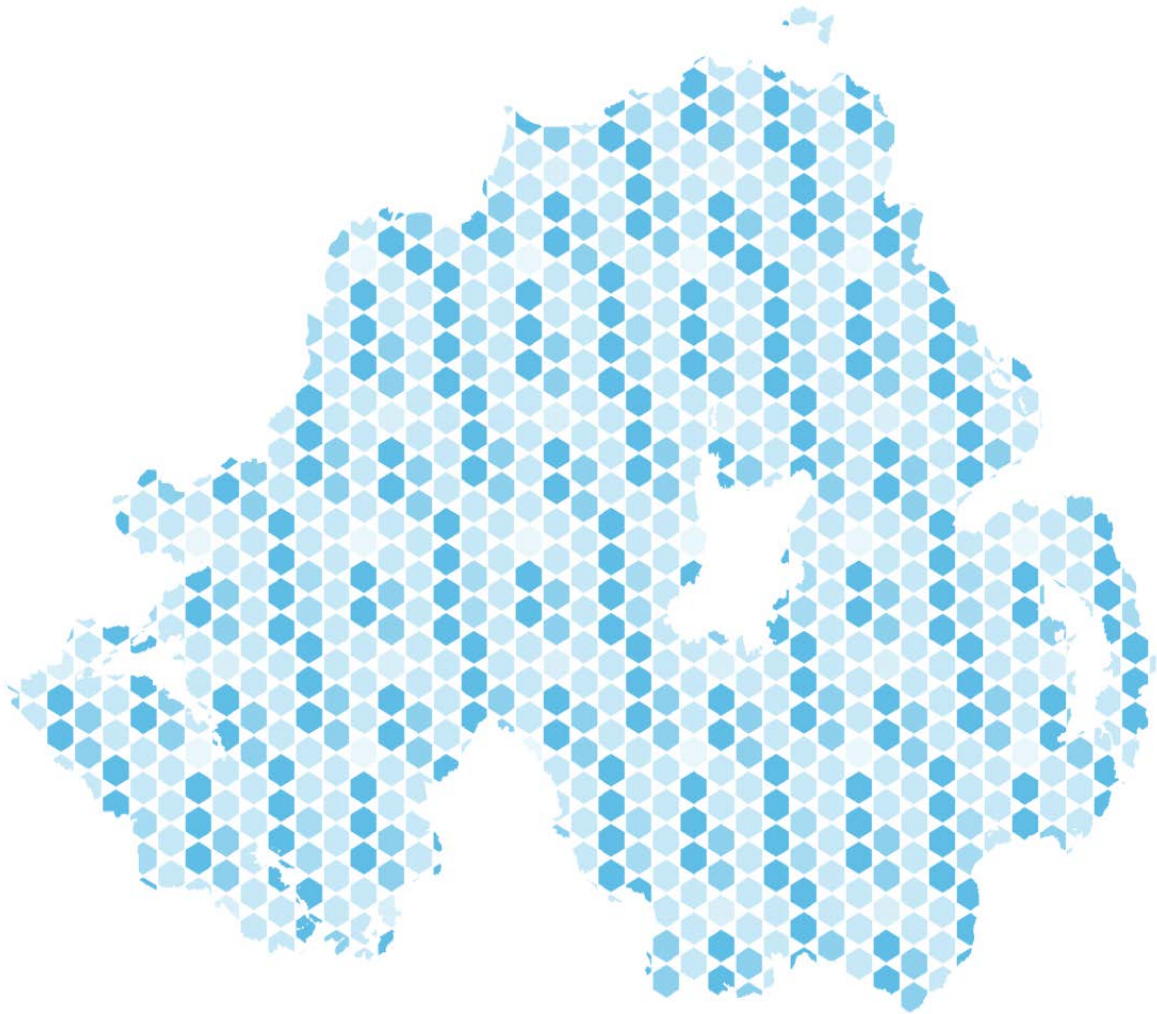


PRIMARY INSPECTION



Education and Training
Inspectorate

Ballyoran Primary School and
Nursery Unit, Portadown,
County Armagh

Controlled, co-educational

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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INTRODUCTION

1. Context

Ballyoran Primary School and Nursery Unit is situated in Portadown; there is a double nursery unit and a learning support centre (LSC); and, almost all of the children come from the surrounding area. The school enrolment has increased by just over 8% and 217 children are currently enrolled including a significant proportion (45%) of newcomer children. The school attendance has improved significantly over the last seven years from a low base and is approaching the Northern Ireland average.

The school participates in an extended school programme and has a well-established shared education programme with another local primary school. The children spoke positively about the shared learning experiences with their peers in the partner school. The school holds a green flag award as an Eco-school.

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 regarding classroom visits; and that the principal and the governors 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.

Ballyoran Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment	199	200	218	217
% School attendance	93.3	93	92.2	N/A
% NI Primary School Average	95.4	95.5	N/A	N/A
FSME ¹ Percentage	55	52	57	54
No. of children on SEN register	56	62	57	63
% of children on SEN register	28	31	26	29
No. of children with statements of educational needs	12	14	12	16
Learning support centre (LSC)	6	8	7	5
No. of newcomers	72	78	94	96

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

A minority of the parents and the staff responded to the confidential, online questionnaires. The responses to the parental questionnaire were positive and the written comments indicated high levels of satisfaction with the life and work of the school. The responses to the staff questionnaire endorsed the inclusive, welcoming and pastoral ethos for all members of the school community. The ETI communicated to the principal and the chair of the board of governors the main findings, and any individual issues arising, from the questionnaires.

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

3. Focus of the inspection

The ETI was unable to evaluate fully:

- outcomes for children with a particular focus on numeracy and literacy;
- quality of provision with a particular focus on numeracy and literacy including across the curriculum and in the nursery unit and the learning support centre; 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
Nursery Unit	No performance level available
Learning Support Centre	No performance level available

KEY FINDINGS

5. Outcomes for learners

- The children who met with the inspectors have a positive attitude to literacy and are developing well an awareness of authors. They read with fluency using a range of appropriate strategies to address unfamiliar words, and they are confident to discuss their views about the books they are reading in school and at home. In mathematics, the children apply accurately mental mathematics strategies and use the appropriate language to explain their thinking. They are secure in their knowledge of number facts, place value and are flexible in their mathematical thinking.
- The children are well behaved and courteous; they engage purposefully with their peers and are respectful towards visitors. The children undertake a range of leadership roles through, for example, the digital leaders, school council and playground friends which enhances their confidence, self-esteem and self-management skills.

The ETI was unable to evaluate fully:

- 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

- The school development plan is well-informed through appropriate consultation with children, parents, staff and governors. The main priorities for literacy, numeracy and information and communication technology are based on a robust analysis of the school's wide range of qualitative and quantitative data to identify the key strengths of the provision and areas for improvement which the school is addressing.
- There is variation in the quality of the action planning. In the most effective practice, targets are based on detailed monitoring of data and in-depth analysis of the children's progress with robust and appropriate targets. In the less effective practice, in a minority of the action plans, the processes and target setting for monitoring the impact on the children's learning are not sufficiently rigorous to enable the staff to measure accurately the progress.
- Based on the evidence available at the time of inspection, the ETI evaluation is that there can be confidence in the aspects of governance evaluated. The governors are well informed about the life and work of the school and exercise their challenge function where appropriate, to support and promote improvement work and to manage the school's resources more efficiently.

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. 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. 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.

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.

Health and safety

1. There is traffic congestion outside the school at drop-off and pick-up times due to a lack of appropriate car parking facilities at the school. This presents serious safety concerns for the children, parents and local residents.

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 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:

- the opportunity for the parents and staff to complete a confidential, online questionnaire;
- meetings with the principal;
- a meeting with the chair of governors and two members of the board of governors;
- meetings with groups of year 6 children and year 7 children;
- an opportunity to read a wide range of documentation including school development planning and action plans; and
- an opportunity to read documentation presented as supporting evidence of 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 management²:

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.

² And the overall provision in a unit, as applicable.

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