

Education and Training Inspectorate

PRIMARY INSPECTION



Bunscoil an Iúir, An tIúr/Newry, Contae an Dúin/County Down

Irish-medium, co-educational DE Ref No (504-6597)

Report of an Inspection (Involving Action Short of Strike) in April 2019

CONTENTS

SECTION	PAGE
1. Context	1
2. Children's, parents' and staff questionnaire responses	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. 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

Bunscoil an lúir is an Irish-medium primary school situated off Kilmorey Street, near the city centre of Newry. At the time of the inspection, an acting principal had been in place since September 2018.

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 staff would be co-operating with the inspectors. The acting principal co-operated with the inspection team in relation to safeguarding responsibilities. 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.

Bunscoil an lúir	2015-16	2016-17	2017-18	2018-19
Enrolment	87	89	97	96
% School attendance	94	93.8	94.1	N/A
% NI Primary school average	95.5	95.5	94.9%	N/A
FSME Percentage ¹	35.6%	40.4%	36.1%	31.9%
No. of children on SEN register	9	19	25	24
% of children on SEN register	10.3	21.3	25.8	25
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	0	0

Source: data as held by the school.

* fewer than 5

N/A not available

2. Children's, parents' and staff questionnaire responses

Twenty-two percent of the parents and 26% of the staff responded to the online, confidential questionnaires. The responses to the parental questionnaire were mostly positive and almost all of the written comments indicated high levels of satisfaction with the life and work of the school. All of the responses to the staff questionnaire were positive and endorsed the effective working relationships and happy, safe learning environment within the school. The responses to the year 7 online children's questionnaire indicated their enjoyment of the wide range of learning and extra-curricular activities in school and their pride in being able to speak both Irish and English. The ETI has communicated to the acting 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:

- outcomes for children with a particular focus on numeracy;

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

- quality of provision with a particular focus on numeracy including across the curriculum; 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 inspectors met with all of the children from Rang 6 who talked enthusiastically about: their learning experiences; the range of extra-curricular activities available to them; and, the caring, supportive working relationships they have with each other and with the staff. The children also reported that they have good opportunities to develop their leadership roles through the Eco-Council and School Council and by helping younger children in the 'Cairde sa Chlós' initiative. Furthermore, they spoke very positively about their enjoyment of the Irish language and the improved self-esteem and additional opportunities they experience owing to their bilingualism.

The ETI was unable to evaluate fully:

- 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.
- It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget in order to address the current and future needs of the children and the staff.

8. Safeguarding

- During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education (DE). The children from Rang 6, who met with the inspectors, reported that they feel safe in school and they know what to do if they have any concerns about their well-being or safety. 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. 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: [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 representatives from the governors;
- meetings with groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete an online, 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:

- a meeting with the acting principal regarding safeguarding procedures;
- a meeting with a group of Rang 6 children;
- the opportunity for the children, parents, teaching and support staff to complete an online, confidential questionnaire; and
- review of safeguarding documentation.

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners.
Does not impact positively enough on learning, teaching and outcomes for learners.

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

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.

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