

# Education and Training Inspectorate PRIMARY INSPECTION



## Carr's Glen Primary School and Nursery Unit, Belfast

Controlled, co-educational DE Ref No: 101-0282

Report of an Inspection (Involving Action Short of Strike) in  
February 2020



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

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## INTRODUCTION

### 1. Context

Carr's Glen Primary School and Nursery Unit is situated in North Belfast. Most of the children attending the school come from the local area. The school is in a shared education partnership with a local maintained primary school. Changes in senior leadership were made prior to the start of 2019/2020 school year.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute, and also workload and other management issues. The industrial action includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that none of the teaching staff would be co-operating with the inspection. The leadership co-operated in relation to safeguarding. The ETI has a statutory duty to monitor, inspect and report on the standards of education and professional practice among teachers 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.

Carr's Glen Primary School and Nursery Unit	2016-17	2017-18	2018-19	2019-20
Enrolment	386	378	396	339
% School attendance	94.2	93.1	93.8	N/A
% NI Primary school average	95.5	94.9	N/A	N/A
FSME Percentage <sup>1</sup>	48	48	47	46
No. of children on SEN register	100	94	98	69
% of children on SEN register	26	25	25	20
No. of children with statements of educational need	9	8	7	*
No. of newcomer children	*	5	*	0

**Source:** data as held by the school.

\* fewer than 5

N/A not available

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

Thirteen percent of the parents responded to the confidential, online questionnaire. Almost all of the parents who responded to the questionnaire agreed that their children are making good progress and enjoy learning at the school. A summary of the small number of written responses was shared with the principal.

None of the teachers completed the online questionnaire. As a result of the action short of strike, the school did not distribute the confidential, online questionnaire information to year 7 children. Therefore, it is not possible to report on the views of the children and staff.

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<sup>1</sup> 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:

- 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
- quality of leadership and management.

### 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
<b>Nursery Unit</b>	No performance level available

## KEY FINDINGS

### 5. Outcomes for learners

- The children who met with the inspectors were friendly, welcoming and engaged enthusiastically in discussions with inspectors about their school experience. The children articulated maturely how the various roles and responsibilities they carry out have made them feel more confident and are developing their personal and social skills, such as communication, organisation and working with others.

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 children spoke positively about their learning across the curriculum, the support they receive from the staff and the opportunities they have to take on leadership roles. The children explained how, as 'digital leaders' they enjoy supporting their peers and sharing their skills and knowledge with others. The children from the school council presented the work they are leading in creating a child-friendly version of the school development plan and gave examples of how they contribute to decision making.

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.

## **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 report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare. 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.

The school needs to:

- update aspects of its recordkeeping arrangements to reflect more fully the DE guidance.

## **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.

**Health and safety/Accommodation**

The school has identified a number of health and safety/accommodation matters which are being progressed by the relevant stakeholders.

### 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(s) of the governors;
- meetings with groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete a confidential, online questionnaire.

The arrangements for this inspection included:

- a meeting with the principal and the designated teacher;
- meetings with children from years 4-7; and
- a review of the school's 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 management<sup>2</sup>:

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 impacts positively enough on learning, teaching and outcomes for learners.

<sup>2</sup> 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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