

# PRIMARY INSPECTION



Education and Training  
Inspectorate

Clandeboy Primary School,  
Bangor, County Down

Controlled, co-educational

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



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## 1. Context

Clandeboyne Primary School is a controlled primary school situated on the Clandeboyne Road in Bangor. Most of children attending the school come from the locality. The enrolment has increased in each of the last four years although the school currently operates at under capacity. A new vice-principal was recently appointed.

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 principal co-operated with the inspection team in relation to her 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.

Clandeboyne Primary School	2015-16	2016-17	2017-18	2018-2019
Enrolment	282	331	347	360
% School attendance	93.6	93.6	N/A	N/A
% NI primary school average	95.5	95.5	N/A	N/A
FSME Percentage <sup>1</sup>	48.9	45.0	42.9	40
No. of children on SEN register	46	65	56	58
% of children on SEN register	16.3	19.6	16.1	16.1
No. of children with statements of educational needs	*	7	8	6
No. of newcomer children	18	26	24	42

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

\* fewer than 5

N/A not available

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

There were no responses to the staff questionnaire and as a result of the action short of strike, the school did not distribute the online, confidential questionnaire information to children and parents. Therefore, it is not possible to report on the views of children, parents and staff.

## 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.

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

#### 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

#### 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

- In discussions with the inspectors, a group of children from year 6 talked about their enjoyment of learning in the school and the opportunities they have for extra-curricular activities.

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 school development plan is informed by extensive consultation with children, staff, parents and governors.

The ETI was unable to evaluate fully:

- 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. In discussions with the inspectors, a group of children from year 6 reported that they feel safe and happy in school and know who to talk to if they have any concerns about their safety or 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. The school is a high priority for future inspection with no further notice.

**Health and safety/Accommodation**

The school has identified and reported to the Education Authority the following.

**Health and Safety**

1. There is a gap in the fence leading to a densely wooded area of the school grounds.
2. Drivers' visibility of pedestrians is obscured by pillars at the entrance to the school.
3. A tree specialist risk assessment needs to be carried out in relation to a small number of large trees close to the school building.

**Accommodation**

1. Cubicle dividers in one of the toilet facilities are not of a suitable height.
2. There is no provision for disability access or disability toilet facilities within the school.
3. There are no visibility panels on a small number of doors throughout the school.

## **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 principal for safeguarding and access to associated documentation;
- a meeting with a group of year 6 children; and
- the school development plan.

## 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 impact 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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