

PRIMARY INSPECTION



Education and Training
Inspectorate

Clea Primary School, Keady,
County Armagh

Maintained, co-educational

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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CUSTOMER
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EXCELLENCE



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1. Context

Clea Primary School is a maintained primary school situated in a rural location approximately three miles from Keady. All of the children attending the school come from the surrounding area. The enrolment has remained steady over recent years, operates at almost full capacity and there are a small number of children in the reception group. Around one-third of the children are entitled to free school meals and one-fifth of the children require additional help with aspects of their learning. The school has recently begun to participate in the Shared Education Peace IV programme with a cross-border primary 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 the principal and co-ordinators would be co-operating with the inspectors in relation to their leadership and 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.

| Clea Primary School | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|---------|
| Enrolment | 102 | 97 | 105 | 99 |
| % School attendance | 94.5 | 95.5 | 95.0 | N/A |
| % NI Primary School Average | 95.5 | 95.5 | N/A | N/A |
| FSME Percentage ¹ | 45.1 | 42.3 | 41.0 | 35.0 |
| No. of children on SEN register | 20 | 22 | 25 | 17 |
| % of children on SEN register | 19.6 | 22.7 | 23.8 | 18.0 |
| No. of children with statements of educational needs | * | * | * | * |
| No. of newcomer children | * | * | * | * |

Source: data as held by the school.

* fewer than 5

N/A not available

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

Twenty-six percent of parents and 92% of the staff responded to the online, confidential questionnaires. The responses to the parental questionnaire were highly positive and the written comments indicated very high levels of satisfaction with the life and work of the school. The parents described the staff as hardworking, committed and enthusiastic and acknowledged the wide range of learning experiences provided for the children. The responses from the staff were wholly positive; the staff commented on the effective working relationships and collegiality within the school and reflected their appreciation for the support of parents and the community.

Almost all of the year 7 children completed the online questionnaire; their responses indicated the children's confidence in their teachers, the support provided by staff for their learning and well-being, and their enjoyment of educational visits.

The ETI has communicated to the principal and representatives of the board of governors the main findings of 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:

- outcomes for children with a particular focus on literacy;
- quality of provision with a particular focus on literacy including across the curriculum and the reception provision; 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 |
| Reception provision | No performance level available |

5. Outcomes for learners

- A group of children from year 7, who met with the inspectors to discuss reading, displayed a very positive disposition towards books and talked enthusiastically about their favourite authors and genres. The children read fluently and with very good levels of intonation and understanding including a good appreciation of the techniques used by writers.
- The school's internal data shows improvement in the literacy and numeracy outcomes for the children, including those who require additional support with aspects of their learning. The samples of children's portfolios demonstrate the progress made in their writing.
- The children are polite, courteous and welcoming to visitors; they show high levels of respect for the staff and for one another.

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

- A group of children from year 6, who met with the inspectors, spoke very positively about their learning experiences and the extra-curricular activities they enjoy. Groups of key stage 2 children representing the Eco-committee and the School Council reported that they appreciate being members of these groups and contributing to the life and work of the school.

- The school identifies appropriately, and at an early stage, the children who require additional support with aspects of their learning and provides a wide range of interventions to support them.

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 leadership of the school at both senior and middle level have a collegial and inclusive approach to the school improvement process. The leadership values highly the views and ideas of all stakeholders and, as a result, the school development plan (SDP) is informed by very good levels of consultation with them. In addition, the priorities in the school development plan have been informed by a thorough analysis of the school's qualitative and quantitative data.
- The associated action plans are clear, evidence-based and guide the improvement. There is a well-structured process of monitoring and evaluation to measure progress against the identified targets.
- The school has established effective links with pre-school settings and continues to link with the local post primary school; these enhance the curriculum provision and support the transition of the children at key points.
- During the inspection, the ETI met with representatives of the board of governors. They are well-informed about the life and work of the school. The governors have a range of relevant skills and expertise which enhance the school improvement process. The very positive working relationships between the governors and staff enable the governors to provide very good levels of support and challenge, as appropriate, to the school improvement work.
- It will be important that the employing authority, school governors and the staff continue to 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.

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 discussion with inspectors, a group of year 6 children reported that they feel safe in school and know what to do if they have any concerns about their safety or well-being. However, owing to 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/Accommodation

1. Currently, the access arrangements to the school and part of the rear fencing need to be upgraded.
2. One of the fire escape doors has restricted access.

The principal and governors have raised these issues with the relevant authorities; these matters need to be addressed urgently.

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:

- the opportunity for the children, parents, teaching and support staff to complete an online, confidential questionnaire;
- meetings with the principal;
- meetings with staff in relation to their specific responsibilities;
- a meeting with representatives from the governors;
- meetings with groups of children; and
- review of the school's 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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