

Education and Training Inspectorate PRIMARY INSPECTION



Drumlins Integrated Primary School, Ballynahinch, County Down

Integrated, co-educational DE Ref No: 406-6668

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



The Education and Training Inspectorate
Promoting Improvement

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INTRODUCTION

1. Context

Drumlins Integrated Primary School is a co-educational school situated in the town of Ballynahinch. Almost all of the children attending the school come from the town and surrounding area. The school has received the Eco-school Silver Award and is involved in a shared education partnership with a local, maintained primary school.

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 teachers would be co-operating with the inspection. The senior leadership co-operated with the inspection in relation to their safeguarding responsibilities. 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.

Drumlins Integrated Primary School	2016-17	2017-18	2018-19	2019-20
Enrolment	183	190	201	202
% School attendance	96.2	96.1	96.1	N/A
% NI Primary school average	95.5	94.9	N/A	N/A
FSME Percentage ¹	28.4	26.8	31.3	28.0
No. of children on SEN register	44	37	50	47
% of children on SEN register	24.0	19.5	24.9	23
No. of children with statements of educational need	6	6	6	5
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

A small number of parents responded to the confidential, online questionnaire. The responses to the parental questionnaire were positive and the small number of written comments indicated high levels of satisfaction with the life and work of the school.

The ETI has communicated to the principal and the vice-chairperson of the board of governors the main findings, and issues arising, from the questionnaires.

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

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 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

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

- A group of year 6 children who met with the inspectors spoke positively about their experiences of the school, in particular, they highlighted: their appreciation of the range of extra-curricular activities provided; their enjoyment of learning when they are able to set their own targets for achievement; and, the caring and supportive teachers.
- The representatives from the student council engaged confidently with the inspectors, they are very proud of and loyal to their school. The children talked with enthusiasm about the opportunities they have to undertake leadership roles, for example, as 'digital leaders', librarians and members of the student- and eco-councils. They also highlighted how they value the integrated ethos of the school.

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. 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.

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 a representative 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.

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 and the vice-chairperson of the board of governors;
- a meeting with the principal in relation to child protection and safeguarding;
- a review of the school's child protection and safeguarding documentation;
- a meeting with a group of year 6 children; and
- a meeting with representatives from the student council.

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 impacts 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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