

# PRIMARY INSPECTION



Education and Training  
Inspectorate

Dunmurry Primary School and  
Nursery Unit, Belfast

Controlled, co-educational

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

*eti*

The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

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## INTRODUCTION

### 1. Context

Dunmurry Primary School and Nursery Unit is situated on the Glenburn Road, Dunmurry. The majority of the children come from Dunmurry Village and a small number come from the surrounding area. The school, through its involvement in the Shared Education Signature Project, has developed effective working partnerships with Seymour Hill Primary School and St Colman's 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 none of the teachers would be co-operating with the inspectors. 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.

Dunmurry Primary School	2014/15	2015/16	2016/17	2017/18
Enrolment	201	205	212	218
% Attendance	95.9	96.5	96.5	N/A
% NI Primary School Average	95.4	95.5	95.5	N/A
Percentage of children entitled to Free School Meals (FSM)	28.9	26.3	30.2	24.5
No. of children on SEN register	31	31	37	33
% of children on SEN register	15.4	15.1	17.5	15.1
No. of children with statements of educational needs	*	*	7	5
No. of newcomers	25	28	31	23

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

\* Fewer than 5

N/A not available

### 2. Views of parents and staff

A minority of parents and a significant minority of staff responded to the confidential, online questionnaire and almost all indicated their satisfaction with the work of the school. The additional written comments by parents praised the school's supportive environment and the progress made by the children. The ETI has communicated to the principal and the chair 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 the:

- outcomes for children with a particular focus on numeracy and literacy;
- quality of provision with a particular focus on numeracy and literacy, including the nursery unit; 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 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 ETI was unable to evaluate:

- 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

- During the inspection, the ETI met with the principal and representatives of the board of governors. The governors work collaboratively and bring a range of skills and expertise to their roles; they are well informed about the life and work of the school.
- The school development plan was devised through consultation with a number of key stakeholders. Action plans are in place for all curricular areas; however, the targets for improvement lack consistency regarding the specific focus on the children's outcomes.

The ETI was unable to evaluate fully:

- the effectiveness of strategic leadership;
- 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. There is a need to ensure the school's child protection and safeguarding policies are reviewed regularly and reflect the most recent guidance from the Department of Education.
- In discussion with a group of year 6 children, they reported that they are happy in school and know what to do if they have any concerns about their well-being. 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.

## 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 from the governors;
- meetings with groups of children; and
- the opportunity for the 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 representatives from the governors;
- a discussion with a group of year 6 children;
- the opportunity for the parents and support staff to complete a confidential, online questionnaire; and
- meetings with the principal to discuss aspects of leadership and management and the school's arrangements for safeguarding children.

## 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>1</sup>:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

### 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.

<sup>1</sup> And the overall provision in a unit, as applicable.

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