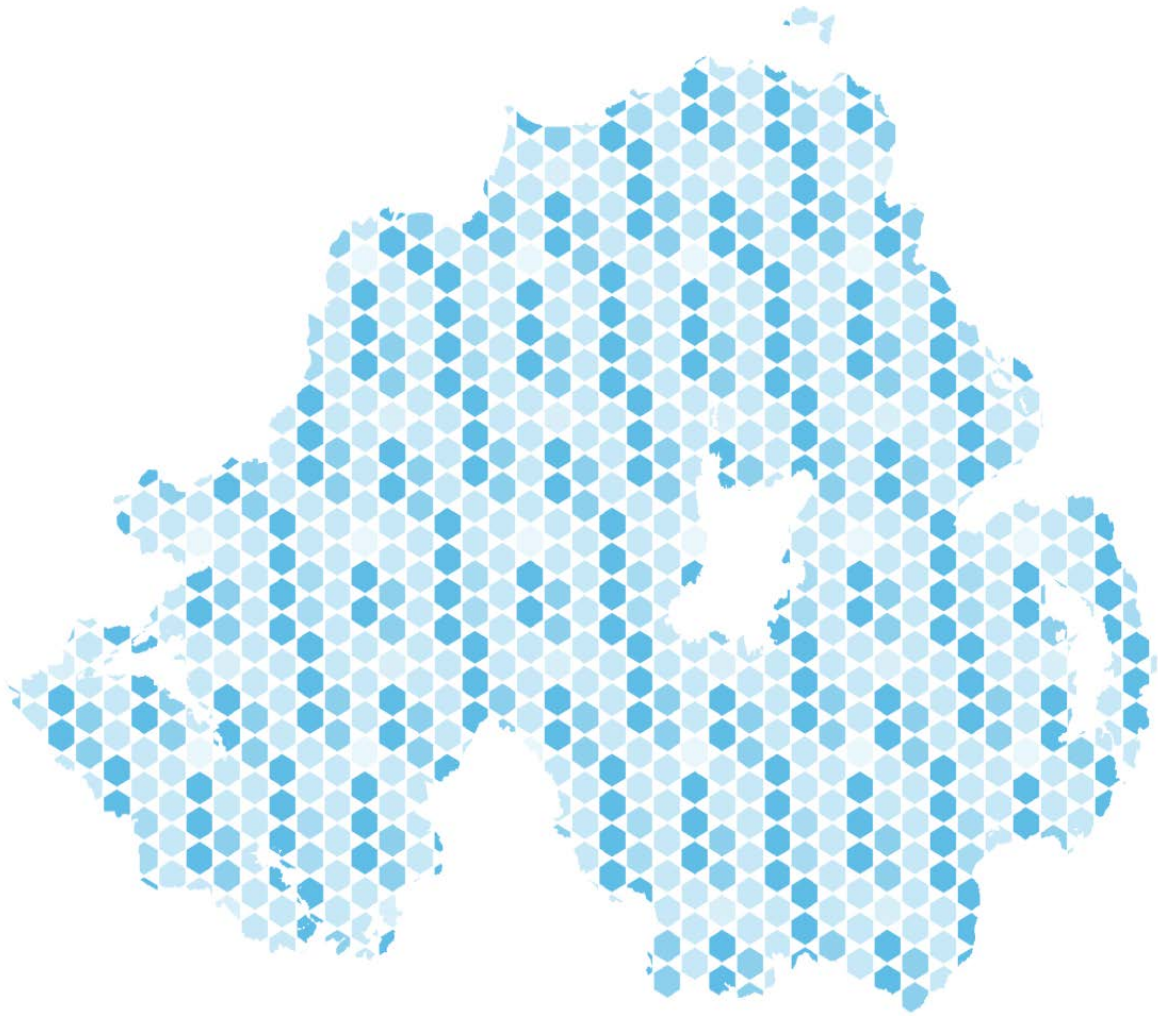


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Foley County Primary School,  
Armagh

Controlled, co-educational

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

*eti*

The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



## CONTENTS

<b>SECTION</b>	<b>PAGE</b>
1. Context	1
2. Children's, parents' and staff questionnaire responses	1
3. Focus of the inspection	2
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	3
8. Safeguarding	3
9. Overall effectiveness	3

### APPENDICES

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

## INTRODUCTION

### 1. Context

Foley County Primary School is a controlled school situated in a rural area five miles from the City of Armagh. All of the children attending the school come from the surrounding areas. The enrolment currently stands at 74 children and the school has three composite classes. Over the past four years, the percentage of children entitled to free school meals has increased. The school has very good links with local primary schools for sporting activities.

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 and designated teacher for child protection co-operated with the inspection team 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.

Foley County Primary School	2015-16	2016-17	2017-18	2018-19
Enrolment	47	53	68	74
% School attendance	97	96.3	95.7	N/A
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage <sup>1</sup>	12.8	17.0	22.0	N/A
No. of children on SEN register	5	*	8	8
% of children on SEN register	10.6	*	11.8	10.8
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	6	*	*

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

\* fewer than 5

N/A not available

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

Forty-four percent of parents and 67% of the staff responded to the confidential, online questionnaires. The responses to the parental questionnaire were very positive and the written comments indicated high levels of satisfaction with the life and work of the school. The responses from the staff were wholly positive and endorsed the effective working relationships within the school and reflected the support of the parents and community. The children's questionnaire was not administered. The ETI has communicated to the principal and representatives of the governors the main findings, and any individual issues arising, from the questionnaires.

---

<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 literacy;
- quality of provision with a particular focus on 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

## 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 children's annual progress reports to parents are of a very high quality; they are comprehensive, thorough and insightful.
- The children participate in the setting of individual targets to improve their work. The small group of children who talked to the inspectors reported that this process of target-setting helped them to improve their work.
- The provision for the children who require support with their learning includes regular additional support groups for literacy and numeracy; the school is able to provide evidence of the benefits of these interventions. An effective sensory motor group provided by a trained classroom assistant in conjunction with the Regional Integrated Support for Education in Northern Ireland (RISE NI) occupational therapist helps the children to develop further their co-ordination and motor skills.
- In discussion with the inspectors, a small group of children from years 6 and 7 talked about the learning activities they enjoy, the wide range of sports in which they participate and the very positive and friendly school environment.

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 is developing a collegial approach to the school improvement process. The school development plan is well-informed by very good levels of consultation with children, parents, staff and governors, together with the appropriate analysis of the school's performance data and information about the children's learning experiences. The associated action plans guide well the improvement work.
- The school has very good links with a local Post-primary school; these links enhance the curricular provision for the children and support their transition to Post-primary provision.

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.
- It will be important that the employing authority, school governors and the staff 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.

## **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 school needs to carry out risk assessments for all school outings and, whilst the staff have completed relevant training, the school should agree and implement policy and procedures for the administration of medication in school. 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. 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 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 parents, teaching and support staff to complete an online, confidential questionnaire;
- meetings with the principal and the designated teacher for child protection;
- a meeting with a group 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 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.



© CROWN COPYRIGHT 2018

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)