

PRIMARY INSPECTION



Education and Training
Inspectorate

Gaelscoil Aodha Rua,
Dungannon, County Tyrone

Irish-medium, co-educational

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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INTRODUCTION

1. Context

Gaelscoil Aodha Rua is an Irish-medium primary school situated on the Donaghmore Road, in Dungannon, County Tyrone. The school operates currently just above full capacity and the enrolment has almost doubled over the past four years.

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.

Gaelscoil Aodha Rua	2014-15	2015-16	2016-17	2017-18
Enrolment	67	88	106	127
% School attendance	96	96	98	95
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage ¹	33	31	32	33
No. of children on SEN register	7	9	16	24
% of children on SEN register	10	10	15	19
No. of children with statements of educational need	0	0	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

As a result of the action short of strike, the school did not distribute the online questionnaire information to parents and staff. Therefore, it is not possible to report on the views of parents and staff.

3. Focus of the inspection

The ETI was unable to evaluate:

- outcomes for children with a particular focus on numeracy, including across the curriculum;
- quality of provision with a particular focus on numeracy; and
- quality of leadership and management.

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

4. Overall findings of the inspection

Overall effectiveness	Unable to assure of 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

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

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 did not provide evidence that the arrangements for safeguarding children reflect or reflect broadly the guidance from the Department of Education². However, owing to the action short of strike, the ETI was not able to hold discussions with the staff and children nor evaluate fully the outworking of the arrangements for safeguarding in the school.

² The Department of Education will seek assurance from the Education Authority that they are working with the school in relation to the inspection report.

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 and safeguarding being provided for the children. The school is a high priority for future inspection with no further notice.

The ETI will return to the school within six weeks to evaluate the progress in addressing the arrangements for safeguarding.

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 short meeting with the principal, acting principal and a member of the board of governors.

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 management³:

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.

³ And the overall provision in a unit, as applicable.

ADDENDUM TO THE REPORT ON THE INSPECTION OF GAELSCOIL AODHA RUA, IN JANUARY 2018

SAFEGUARDING

The ETI returned to the school on 6 March 2018 to monitor and report on arrangements for safeguarding.

The purpose of the visit was to provide the school with a further opportunity to provide evidence on its arrangements for safeguarding. Owing to action short of strike, the school did not provide evidence that satisfactory arrangements were in place at the time of the inspection on 8 January 2018.

During the follow-up visit, the school provided evidence that the arrangements for safeguarding reflect broadly the guidance issued by the Department of Education.

The children reported that they feel safe in school. They know what to do and who to talk to if they are concerned about their safety or well-being.

Owing to the ongoing action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

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