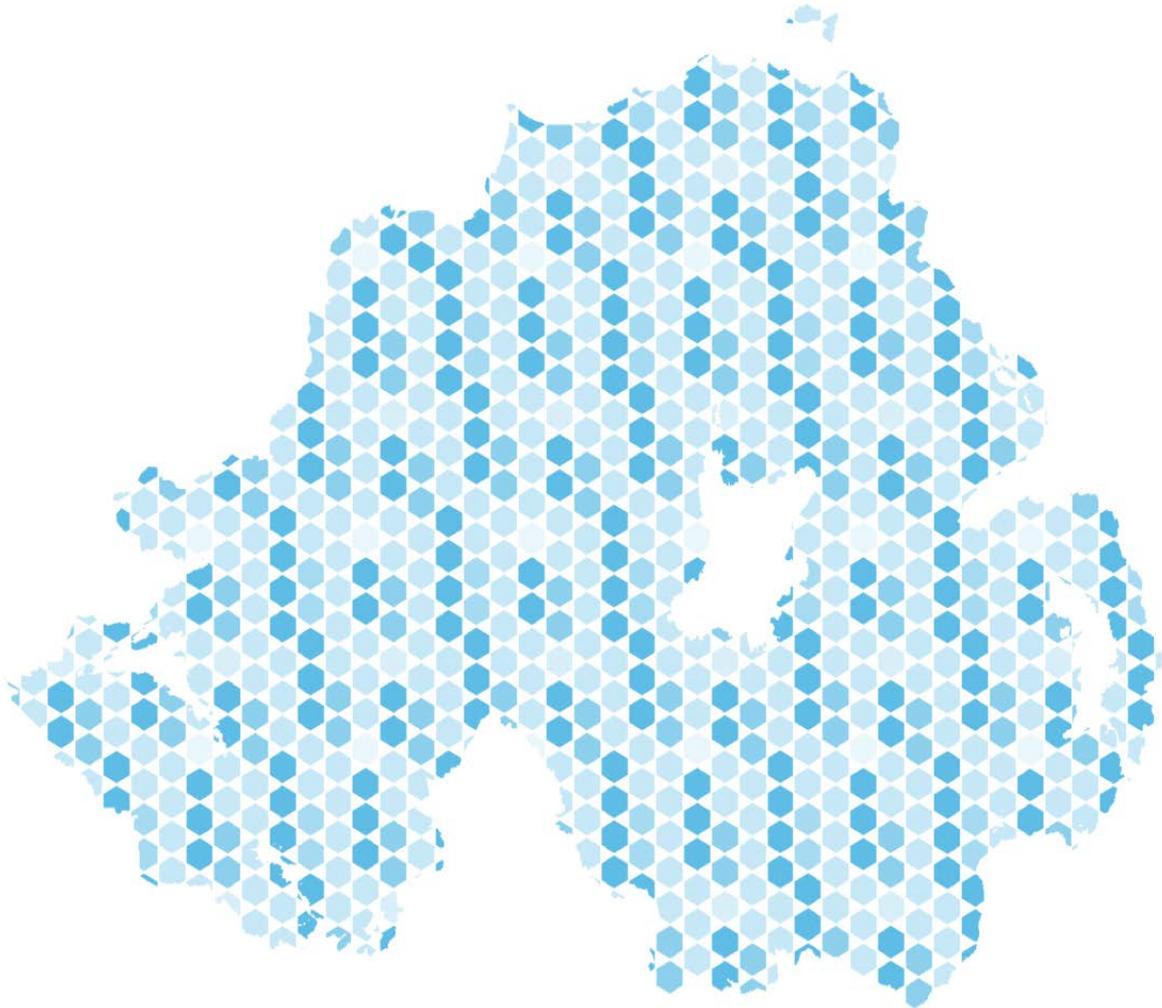


PRIMARY INSPECTION



Education and Training
Inspectorate

Grange Primary School, Kilkeel,
County Down

Maintained, co-educational

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

eti

The Education and Training Inspectorate
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INTRODUCTION

1. Context

Grange Primary School is a maintained primary school situated approximately three miles from Kilkeel in south County Down. The children attending the school come from the surrounding rural area. The school hold Green flag Eco-school status. There have been a number of changes in staff in the recent past including the appointment of a new principal in 2016. The school are an active member of the Mourne Area Primary School Cluster.

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 co-operated with the inspection team in relation to safeguarding and school development planning. 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.

Grange Primary School	2015-16	2016-17	2017-18	2018-19
Enrolment	105	106	109	119
% School attendance	96.5	96.2	97.2	N/A
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage ¹	32.4	29.2	23.9	27.0
No. of children on SEN register	24	27	25	25
% of children on SEN register	22.9	25.5	22.9	21
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	0	0	0	0

Source: data as held by the school.

* fewer than 5

N/A not available

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

All of the children in year 7 responded to the questionnaire and expressed that they feel safe in school and appreciate the opportunity to go on a wide range of educational visits. A small number of parents and 40% of the teaching staff responded to an online, confidential questionnaire. The responses were wholly positive regarding the life and work of the school. In the small number of written responses, the parents expressed their satisfaction at the quality of learning and provision provided by the school. Responses to the staff questionnaire were also positive, there were no written comments from staff.

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.

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 fully:

- 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

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 school's internal data indicates that most of the children achieve at the expected level in literacy and numeracy.

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

- The children in year 7 read with fluency and accuracy. They have a good understanding of the texts they read and are able to explain how they decode and discover the meaning of unfamiliar words and then apply them appropriately in other contexts.
- The children spoke enthusiastically about the authors they like, the range of books they read and their appreciation of the opportunities the staff provide to extend their reading skills.
- In discussion with inspectors, a group of year 6 children spoke with enthusiasm and pride about their school and all aspects of learning and school-life. They described how they were rewarded for independent and group-work, how they learn effectively through active learning approaches and the opportunities they have to develop their sense of responsibility within the school during, for example, their roles as playground mentors or Eco-club representatives.

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 comprehensive school development plan has been informed by extensive consultation with all stakeholders and the evaluation of the children's learning and quality of the provision. The associated action plans identify well-informed priorities for improvement which focus appropriately on the quality of the children's learning experiences and the outcomes they attain. The action plans lack, however, clarity regarding the key personnel responsible for monitoring and reviewing the progress made, and, impact of, the actions for improvement.
- During the Inspection, the ETI met with representatives from the board of governors. The governors have a very good range of skills and expertise. They understand well the challenges and opportunities facing the school, and are actively involved in all aspects of school life.

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. The ETI met with a group of year 6 children who reported that they feel safe in school and know what to do if they have any concerns about their safety and 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

1. There are no toilet facilities in the year 5 mobile classroom.
2. There is a need to keep under review access arrangements to the school and the site.

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 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 inspection include:

- meetings with the principal and representatives of the board of governors;
- meetings with groups of year 6 and year 7 children;
- scrutiny of child protection and safeguarding documentation; and
- scrutiny of the school's documentation regarding school development planning.

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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