

PRIMARY INSPECTION



Education and Training
Inspectorate

Hardy Memorial Primary School
and Nursery Unit, Richhill,
County Armagh

Controlled, co-educational

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

eti

The Education and Training Inspectorate
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INTRODUCTION

1. Context

Hardy Memorial Primary School and Nursery Unit is located in the village of Richhill. The children come from the local and wider surrounding areas. The enrolment has increased over the last four years from 348 to 380 children with an additional 52 children attending the nursery unit; the school enrolment is at almost full capacity with the nursery unit at full capacity. The school has identified just over 15% of the children as needing additional support with their learning. Since the last inspection, a new principal has been appointed and took up post in September 2015; in addition, two new permanent members of teaching staff have been appointed. The school is linking with a maintained Primary school to deliver a Shared Education programme with the parents, children and staff; the nursery unit is also involved in the 'Sharing from the Start' programme with a Nursery school in Armagh. The school has a bronze award for the 'SUSTRANS' active school travel programme and a good diabetes care award.

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.

2. Views of parents and staff

As a result of the action short of strike, the school did not distribute the confidential, 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 the:

- 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 the nursery unit ; 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
Nursery Unit	No performance level available

KEY FINDINGS

5. Outcomes for learners

- The school's internal data indicates that almost all of the children, including those who require additional support with their learning, achieve in line with or above expectation in English and mathematics.
- The children are developing a sense of responsibility and leadership skills through their involvement in the Pupil- and Eco-councils, the digital leadership programme and their roles as 'playground buddies.'

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 sample group of children from key stage (KS) 1 and KS2 talked positively about the opportunities for group and paired work during lessons. They explained how the oral and written feedback provided by the teachers combined with their own peer-assessment helps them to understand how to improve their work.
- The children also talked enthusiastically about their interest in learning across a broad range of curricular areas including the World Around Us and reading. In addition, they expressed their enjoyment of the very wide range of after-school activities particularly sport, cooking and information and communication technology coding.
- The school's data is used effectively to identify children who need support with aspects of their learning and to plan appropriate intervention programmes.
- New resources have been purchased to enhance the children's learning experiences including, for example, a broader range of reading materials for the children in KS1 and KS2 and resources to support play-based learning in the foundation stage and nursery unit.

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 principal has developed an effective and robust cycle of self-evaluation that is underpinned by the analysis of a broad range of qualitative and quantitative data which enables the identification of the strengths of the learning and teaching and relevant priorities for further development. The action plans set out clearly the steps to be taken to bring about improvement and the impact on learning and teaching is tracked systematically. The school development planning process is informed by extensive consultation at all levels.
- New curricular teams and clear systems for monitoring and evaluation, including peer- assessment and sharing of practice, facilitate a collegial approach to improvement. The staff, with the support of the principal and governors, are encouraged to access a wide range of opportunities to enhance their own professional development and leadership skills.
- The governors bring a broad range of skills and expertise to their role and make a valuable contribution to school improvement. They are well informed about all aspects of school-life through effective communication with the children, the principal and specific co-ordinators. The governors have a shared vision to meet the pastoral needs of, and provide high quality educational experiences for, the children.

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 including self-evaluation and the development planning process.

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, with whom the inspectors met, reported that they feel safe in the school and 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. This will be reflected in future inspection activity.

Health and Safety/Accommodation

1. The school site is sloped and restricted in size for outdoor play. This is alleviated in part through the regular use of Richhill Recreational Centre, opposite the school, for a range of sporting activities.
2. At the time of the inspection, minor works were being completed to ensure access to the nursery unit can be monitored closely.
3. Car parking space is restricted.

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 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 designated teacher for child protection;
- a meeting with a group of year 6 children; and
- a meeting with a group of year 3 to year 7 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 management¹:

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.

¹ And the overall provision in a unit, as applicable.

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