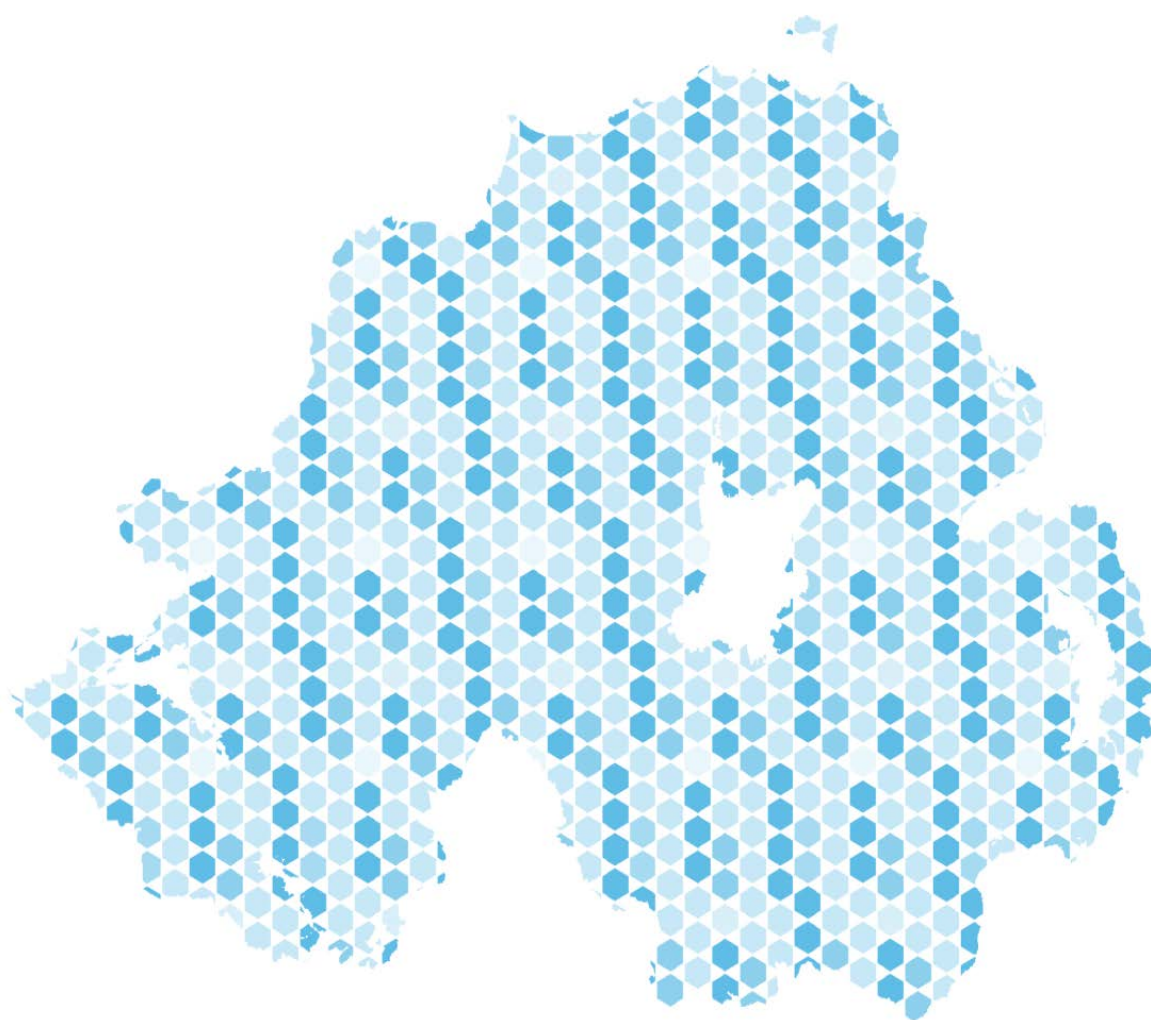


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Holy Child Primary School and  
Nursery Unit, Belfast

Maintained, co-educational

Report of an Inspection (Involving  
Action Short of Strike) in  
May 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



# CONTENTS

Section	Page
1. Context	1
2. Views of parents and staff	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. Overall effectiveness	3

## Appendices

- A. Health and safety / Accommodation
- B. Inspection methodology and evidence base
- C. Reporting terms used by the Education and Training Inspectorate

## INTRODUCTION

### 1. Context

Holy Child Primary School and Nursery Unit is situated in a residential area of west Belfast. Most of the children come from the surrounding area but some are drawn from across Belfast and outside Belfast. Enrolment has increased steadily over the last four years. In the same period, the proportion of children entitled to free school meals has increased slightly, while the percentage of children requiring additional help with aspects of their learning has remained stable. The parent support group and parent teacher association make important contributions to the life and work of the 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, including the principal, 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.

Holy Child Primary School and Nursery Unit	2013-14	2014-15	2015-16	2016-17
Enrolment	505	540	541	557
% School attendance	94.6%	94.2%	94.3%	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage <sup>1</sup>	47.3%	47.7%	49.9%	51.5%
No. of children on SEN register	236	231	233	261
% of children on SEN register	46.7%	42.7%	43.1%	46.8%
No. of children with statements of educational need	18	22	20	22
No. of newcomer children	*	*	0	0

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

\* fewer than 5

N/A not available

### 2. Views of parents and staff

A small number of parents submitted responses to the parental questionnaire; most were positive. Parents were appreciative of the educational support and learning opportunities provided for their children; and, commented on the high quality of school leadership. Twenty-two percent of the staff submitted responses to the confidential questionnaires. The responses were very positive and spoke of an inclusive and pastoral school community where staff work well together to plan, monitor and evaluate the children's learning. The ETI has communicated to representatives of the board of governors the main points arising from the questionnaires.

### 3. Focus of the inspection

The ETI was unable to evaluate:

- outcomes for children with a particular focus on numeracy and literacy including across the curriculum and how the school is addressing low attainment and underachievement where applicable;
- quality of provision in the school, with a particular focus on numeracy and literacy including across the curriculum and the nursery unit; and
- the quality of leadership and management.

Where it has been possible to evaluate aspects of these foci, they are reported below.

### 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 ETI was unable to evaluate:

- standards attained by the children;
- progression in the children's learning; and
- the children's wider skills and dispositions.

### 6. Quality of provision

- The ETI was unable to evaluate fully the school's approach to, and impact of care and welfare. During the inspection, however, the inspectors had the opportunity to meet with a group of year 6 children. The children spoke highly of the wide range of learning experiences provided for them, including their participation in educational trips to enhance their learning. They also spoke positively about their engagement in an active school council, where they have opportunities to lead on aspects of school improvement.

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; and
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning.

## **7. Leadership and management**

- The school development planning is informed by an appropriate process of consultation involving the children, parents, staff and governors. The management structure of distributed leadership facilitates a collaborative and collegial approach to the improvement work of the school. The staff use appropriately the assessment data to: monitor the progress of the children; set individual, class and year group targets; and, identify strategies to aid improvement in the children's learning.
- Based on the evidence available at the time of inspection, the ETI evaluation is that there can be high confidence in the aspects of governance evaluated. The governors are well informed about all aspects of the life and work of the school including the standards attained by the children, and they have demonstrated effectively their challenge function and child-centred approach.
- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding children reflect broadly the guidance issued by the relevant Departments. It will be important for the school to review the policy on relationships and sexuality education to bring it in line with the guidance issued by the Department of Education, (Circular 2013/16). 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. 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.

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. Overall effectiveness**

Owing to the impact of the action short of strike being taken by the principal and all of the teachers, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the children. The school is a high priority for future inspection with no further notice.

**Health and safety / Accommodation**

1. The poor, damp condition of some of the classrooms is not conducive to learning and teaching.
2. There is no disability access in the school.

### 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](#)

In order to conduct a primary inspection, 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(s) from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a 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:

- a meeting with the principal and chair of the board of governors on the pre-inspection visit, to formalise arrangements for the inspection.

## 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.
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.

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



© CROWN COPYRIGHT 2017

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)