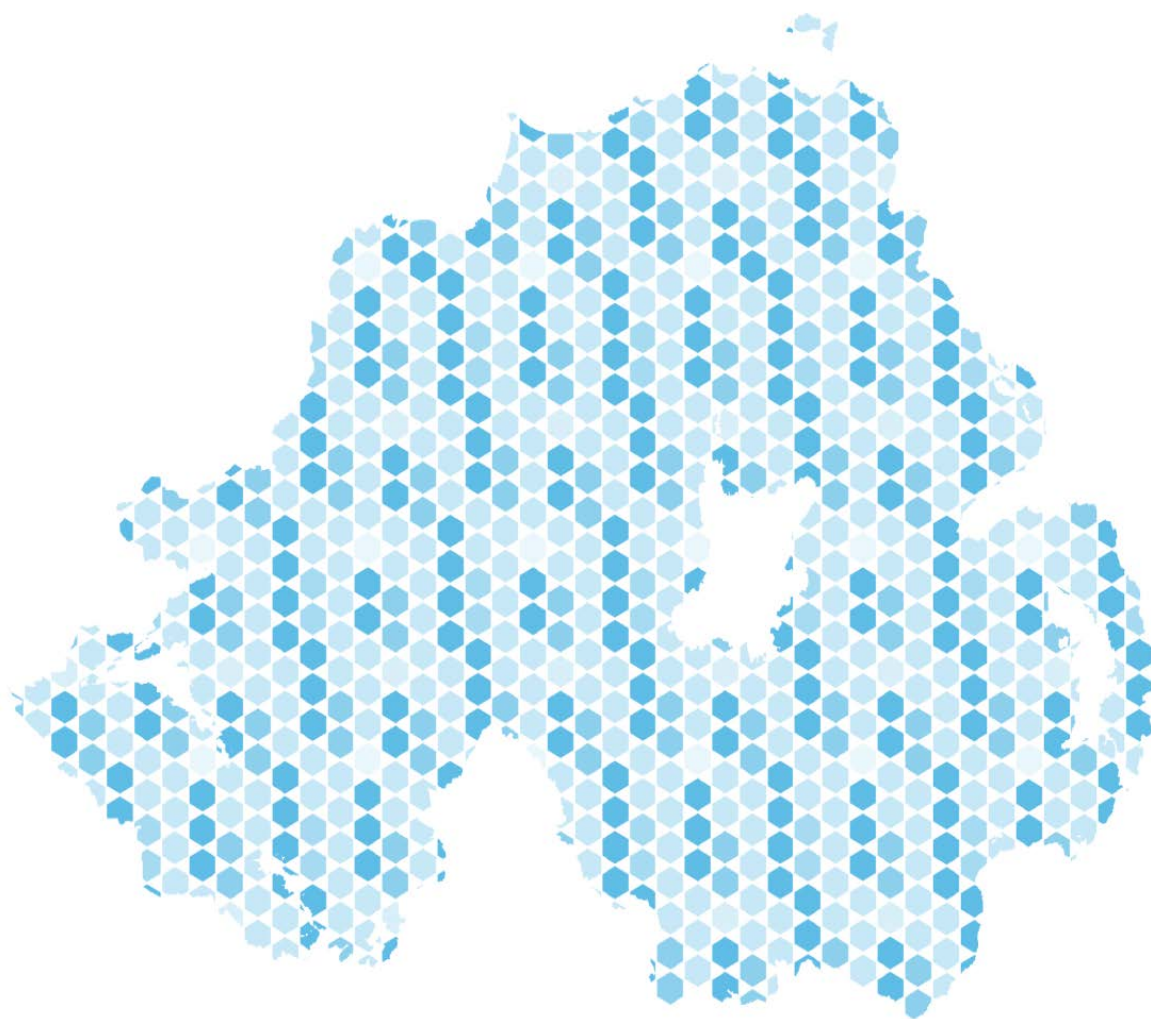


PRIMARY INSPECTION



Education and Training
Inspectorate

Holy Family Primary School
and Nursery Unit, Derry

Maintained, co-educational

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



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

Holy Family Primary School and nursery unit is situated in Derry City and draws almost all of its children from the parish and surrounding area. Over the past four years, the enrolment has increased steadily and the nursery unit is consistently oversubscribed in applications for places.

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.

Holy Family Primary School and Nursery Unit	2014-15	2015-16	2016-17	2017-18
Enrolment	463	487	491	523
% School attendance	93.1	93.8	93.8	N/A
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage ¹	64.4	65.5	62.6	N/A
No. of children on SEN register	126	167	109	124
% of children on SEN register	30.8	39.2	24.9	25.8
No. of children with statements of educational need	8	7	9	6
No. of newcomer children	0	0	0	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

The parents, teaching support staff and support staff took the opportunity to respond to the questionnaire. The minority of parents who completed the questionnaire indicated very high levels of satisfaction with the mission and work of the school. In particular, they highlighted how hard the teachers work to nurture their children's talents and abilities, helping them achieve their full potential. Most of the teaching support staff and support staff completed questionnaires and their responses were wholly positive. In discussions with representatives of the governors, they emphasised their pride in the school, the very positive ethos and sense of community, the high quality of the provision for the children and the strong focus placed on the school's self-evaluation processes and the continuing improvement journey. 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. There were no responses from the teachers to the online questionnaire.

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 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 including the nursery unit; and
- quality of leadership and management.

Where it has been possible to evaluate aspects of the 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:

- 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 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.
- During the inspection, the ETI met with representatives of the board of governors. It was reported that the governors use effectively their collective experience and expertise to support the school in meeting the needs of each child; they carry out an important challenge function, adopt a proactive role in the school development planning process, and support the principal and staff in ensuring that all of the children reach their full potential.

8. Safeguarding

- During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. In discussion with a group of year 6 children, they reported that they are happy in school and know what to do if they have any concerns about their 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.

Inspection methodology and evidence base

The arrangements for this inspection included:

- meetings with the principal;
- a meeting with the principal and the senior teacher responsible for pastoral care and standards;
- a meeting with the chair of governors, a member of the board of governors and a representative of the school community;
- a meeting with a group of year 6 children;
- an opportunity to read documentation presented as supporting evidence of the safeguarding arrangements, school development and curriculum planning; and
- an opportunity to evaluate the work in the children's books.

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

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.

² And the overall provision in a unit, as applicable.

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