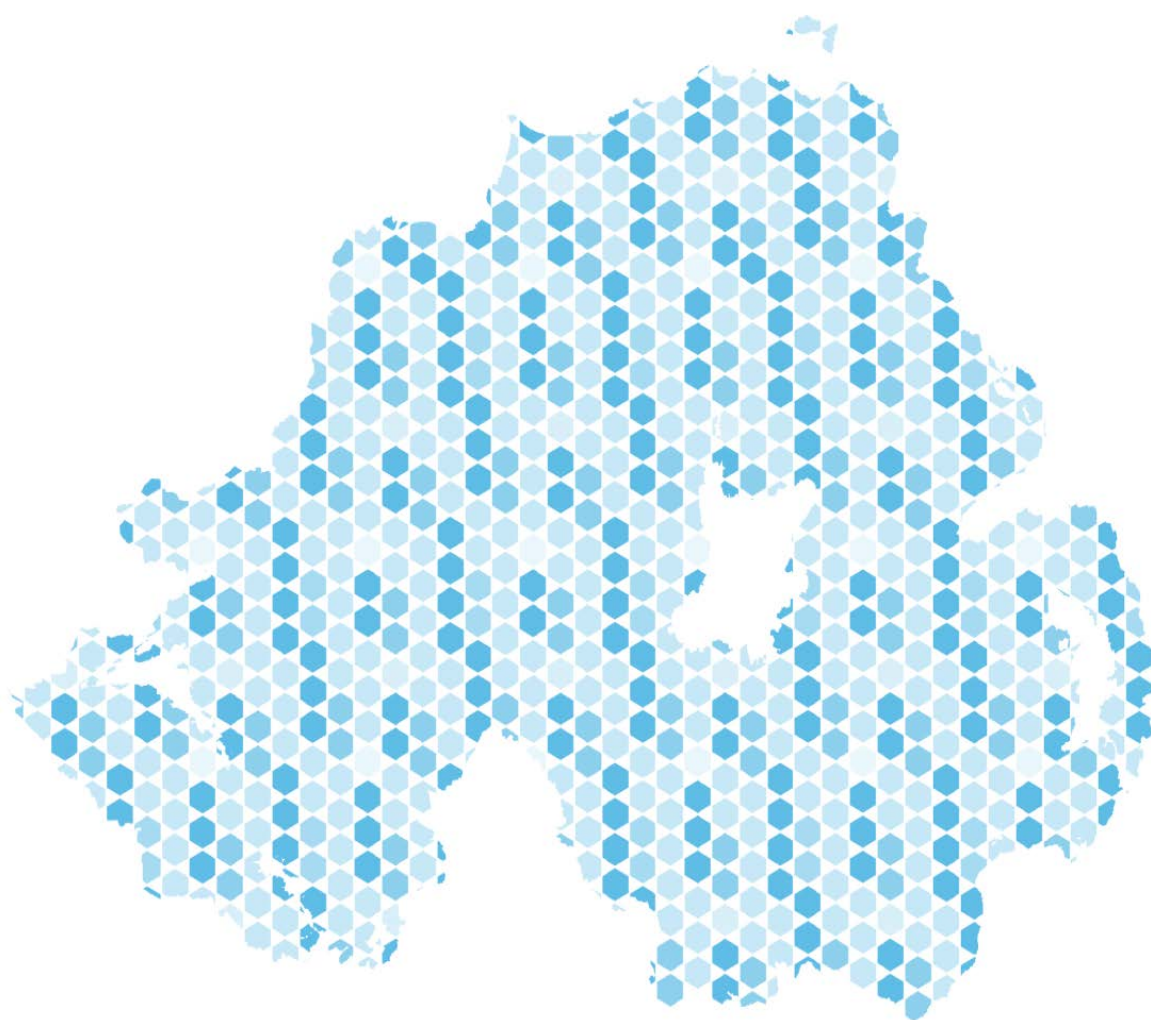


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Hollywood Primary School,  
Hollywood, County Down

Controlled, co-educational

Report of an Inspection (Involving  
Action Short of Strike) in  
April, 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



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## INTRODUCTION

### 1. Context

Hollywood Primary School is a controlled primary school located in the centre of the town of Hollywood. Almost all of the children come from the area and the wider community of North Down and East Belfast. The overall enrolment has increased by approximately 26% in the last four years, resulting in an increased number of classes. In the past two years, six new members of staff have been recruited and there have been four new appointments to middle management and one to senior management. The school has achieved the ECO Schools Green Flag 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.

Hollywood Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	363	419	453	457
% School attendance	95.2	96	96	N/A
% NI Primary school average	95.6	95.4	95.5	N/A
FSME Percentage <sup>[1]</sup>	19	18.6	21.11	20.8
No. of children on SEN register	71	74	90	91
% of children on SEN register	22	20.5	22	21
No. of children with statements of educational need	9	12	11	6
No. of newcomer children	8	15	14	8

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

\* fewer than 5

N/A not available

### 2. Views of parents and staff

Ten percent of the parents and all of the support staff responded to the confidential questionnaires. Most of the parental replies indicated that the school was well-regarded in the local community, and their children enjoyed learning at school and were making good progress. Additional written comments affirmed the work of the staff in caring for the children. The support staff responses were positive and emphasised that the school was well led and managed and, that the staff worked well together to plan for and evaluate the children's learning. There were no returns by the teaching staff to the online questionnaire. The ETI has reported to the principal and a representative of the board of governors the main findings emerging from the parental and support staff confidential questionnaires.

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<sup>1</sup> 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 and how the school is addressing low attainment and underachievement where applicable;
- quality of provision with a particular focus on literacy and numeracy across the curriculum; and
- quality of leadership and management.

Where it has been possible to evaluate aspects of the foci, they are reported below. The chair of the board of governors and principal informed the ETI that they would be co-operating fully with the inspection.

### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	Unable to assure the quality of education
<b>Outcomes for learners</b>	No performance level available
<b>Quality of provision</b>	No performance level available
<b>Leadership and management</b>	No performance level available

## KEY FINDINGS

### 5. Outcomes for learners

- During the inspection, inspectors met with a small number of children. In these discussions, the children were confident communicators and articulated clearly their opinions. The children enjoy the range of after-school clubs offered and they discussed how they were developing a sense of responsibility through caring for their peers and assuming leadership roles in the school.
- Inspectors met with a small group of year 7 children to discuss their reading. The children were enthusiastic about reading and highlighted their enjoyment of books and their favourite authors. A majority of the children were able to read for meaning and with fluency.

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

- During the inspection, inspectors had the opportunity to meet with a group of year 6 children. The children spoke positively about their friendships, the support they receive to help them with their learning and their enjoyment of project work, such as recycling. The children reported that they feel valued and are listened to in school, particularly through the use of the 'listening box'.

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**

- During the inspection, the ETI met with a representative of the board of governors. The governors meet regularly to ensure they are informed about the life and work of the school. Teachers who co-ordinate a particular area of responsibility are also invited to governor meetings to update them on progress. It is important that the governors develop further their challenge function, particularly around the outcomes achieved by all of the children.
- The school development plan is informed by an ongoing process of consultation with parents, staff and children. There are, however, a large number of associated action plans and targets which require refinement so that the strategic priorities for school improvement are identified clearly. Insufficient use is made of the school's qualitative and quantitative data to inform baseline positions and measure progress. There is variability in the quality and rigour of the evaluations.
- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. Work on the following aspects is underway and needs to be completed:
  - review further the policies to reflect the school's procedures; and
  - review and monitor further the consistency of all risk assessments.

The children, with whom inspectors met, report that they feel safe in school and that they know what to do and who to talk to if they are concerned about their safety or 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.

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. Overall effectiveness**

Owing to the impact of the action short of strike being taken by 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. This will be reflected in future inspection activity.

**Health and safety / Accommodation**

1. There is a need to review further the arrangements for dropping off and picking up the children at the beginning and end of the school day so there is a regulated and safe flow of traffic on the public road.  
The principal identified the matter to the reporting inspector on the pre-inspection visit and it was recorded by the governors on the safeguarding proforma.
2. There is a gap in the fencing at the front of the school and while this area is covered by closed circuit television (CCTV), this enables access to unsecure modular classrooms.

### 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 | 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 the children, teachers and staff with specific responsibilities.

These arrangements include:

- meetings with the principal;
- 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 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.



## 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.

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