

# PRIMARY INSPECTION



Education and Training  
Inspectorate

Irvinestown Primary School,  
Irvinestown, County Fermanagh

Controlled, co-educational

Report of an Inspection (Involving  
Action Short of Strike) in  
October 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**

<b>SECTION</b>	<b>PAGE</b>
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	2
8. Safeguarding	3
9. Overall effectiveness	3

## **APPENDICES**

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

## INTRODUCTION

### 1. Context

Irvinestown Primary School is situated in the town and draws almost all of its children from the surrounding area. The school participates in the Shared Education Signature Project with two other local primary schools. The children spoke positively about the shared learning experiences with their peers in the partnership schools.

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.

<b>Irvinestown Primary School</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Enrolment	163	158	161	162
% School attendance	97.12	97.1	97.3	N/A
% NI Primary school average	95.6	95.6	93.8	N/A
FSME Percentage <sup>1</sup>	30	30	31	32
No. of children on SEN register	32	37	40	44
% of children on SEN register	20	23	25	27
No. of children with statements of educational need	*	5	5	6
No. of newcomer children	0	0	0	0

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

\* fewer than 5

N/A not available

### 2. Views of parents and staff

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

- outcomes for children with a particular focus on numeracy, including across the curriculum;
- quality of provision with a particular focus on numeracy; and
- quality of leadership and management.

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

---

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

#### 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

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

- During the inspection, the ETI met with three representatives of the board of governors. It was reported that the governors know the children and their families well. They are proactive in leading and managing school improvement processes which involve the staff, parents and the local community. Greater involvement of the children in decision-making in the school through the setting up of a School Council is a recent development.

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. 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 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.

**Accommodation/Health and safety**

1. The roof in the main hall leaks and there is poor lighting.
2. The principal's office is too small and there is no designated space with suitable privacy for parental or other confidential meetings.
3. Due to the limited car parking space in the school grounds, the flow of traffic and parking at the end of the school day have been identified as risks by the governors.
4. A locked side gate is not high enough to prevent access to the rear of the school grounds.

### 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 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 safeguarding team which included the principal who is deputy designated teacher;
- a meeting with the chair of governors, the designated governor for safeguarding and another member of the board of governors;
- a meeting with a group of year 6 children; and
- an opportunity to read documentation presented as supporting evidence of the safeguarding arrangements.

## 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>2</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 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.

<sup>2</sup> And the overall provision in a 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)