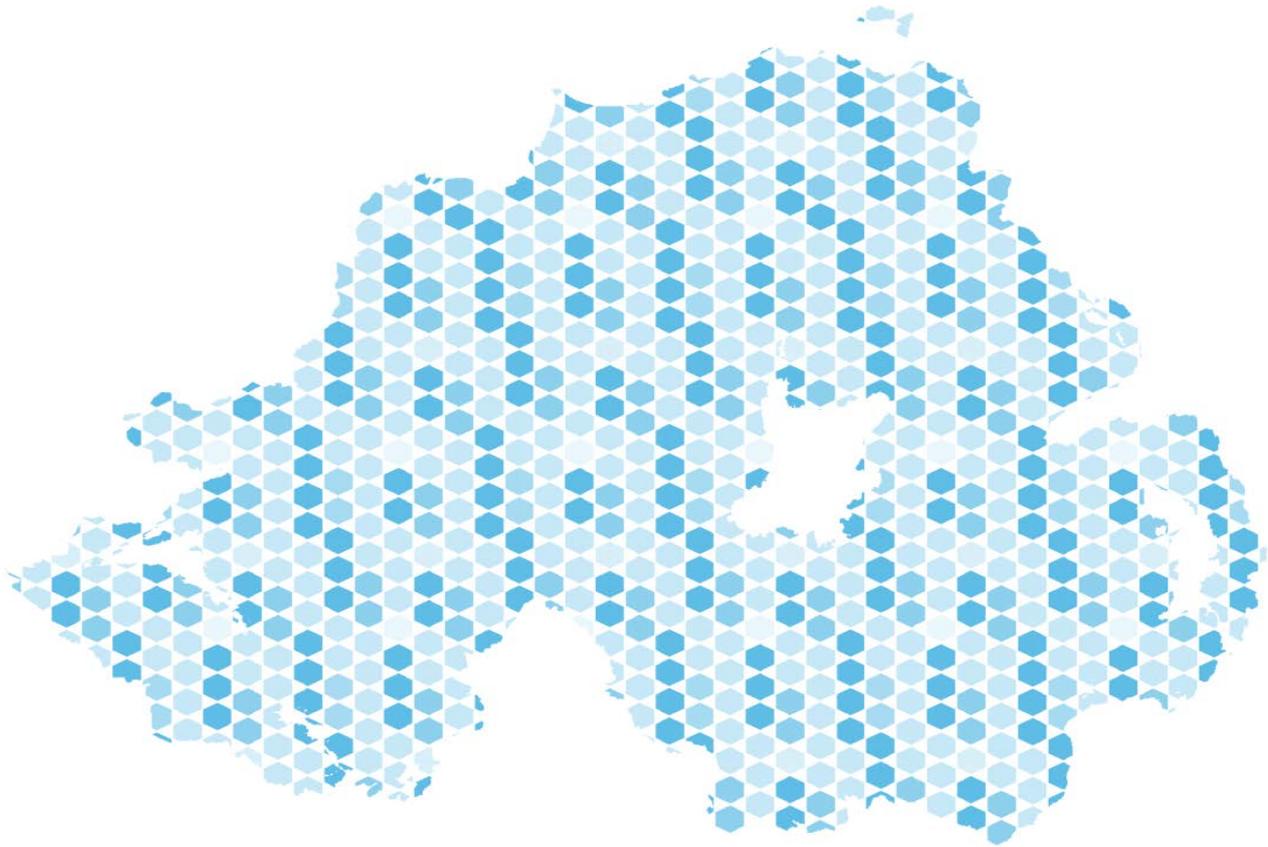


# Education and Training Inspectorate

## PRIMARY INSPECTION



### Landhead Primary School, Ballymoney, County Antrim

Controlled, co-educational DE ref no (301-0795)

Report of an Inspection (Involving Action Short of Strike) in  
January 2019



The Education and Training Inspectorate  
Promoting Improvement

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## INTRODUCTION

### 1. Context

Landhead Primary School is a controlled primary school situated close to Ballymoney in County Antrim. Almost all of the children attending the school come from the town and the surrounding area. Over the past three years, the enrolment has remained constant and the proportion of children entitled to free school meals has decreased significantly from 47.5% to 32.8%. The school has achieved a Northern Ireland (NI) Digital Schools Awards demonstrating excellence in integrating digital technology across the curriculum; and, established through the Extended Schools Programme a partnership with a nearby maintained post-primary school. At the time of the inspection, there were interim leadership arrangements being put in place by the board of governors.

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 deputy designated teacher for safeguarding, the designated governor for safeguarding and the chair of the board of governors co-operated with the inspection team in relation to their safeguarding responsibilities. 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.

Landhead Primary School	2015-16	2016-17	2017-18	2018-19
Enrolment	66	61	61	61
% School attendance	95.4	95.4	95.6	94.8
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage <sup>1</sup>	43.9	47.5	37.7	32.8
No. of children on SEN register	11	13	15	7
% of children on SEN register	17	21	24	11
No. of children with statements of educational need	6	*	*	*

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

\* fewer than 5

N/A not available

### 2. Children's, parents' and staff questionnaire responses

As a result of the action short of strike, the school did not distribute the online, confidential questionnaire information to children, parents and staff. Therefore, it is not possible to report on the views of children, parents and staff.

### 3. Focus of the inspection

The ETI was unable to evaluate:

- outcomes for children with a particular focus on numeracy;

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

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

#### 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 children, with whom the inspectors met, spoke positively about their learning experiences in school and their enjoyment of a wide range of digital technologies including three-dimensional printing and software coding.

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

- It will be important that the employing authority, school governors and the staff continue to plan for, and manage, issues related to the sustainability of the school provision and school budget in order to address the current and future needs of the children and the staff.

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. Safeguarding**

- During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. The school needs to complete their ongoing review of the Anti-bullying Policy and Drug Policy; and, to revise the format of the risk assessments.
- In discussions with the inspectors, a group of year seven children reported that they feel safe and happy in school. They know what to do and whom to talk to if they have any concerns about their safety and 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. The school is a high priority for future inspection.

### 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(s) from the governors;
- meetings with groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete an online, 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 designated safeguarding governor, the deputy designated teacher for safeguarding and the chair of the board of governors;
- access to safeguarding and associated pastoral care documentation; and
- a meeting with a group 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 management<sup>2</sup>:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners.
Does not impact positively enough on learning, teaching and outcomes for learners.

<sup>2</sup> And the overall provision in a unit, as applicable.

## Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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