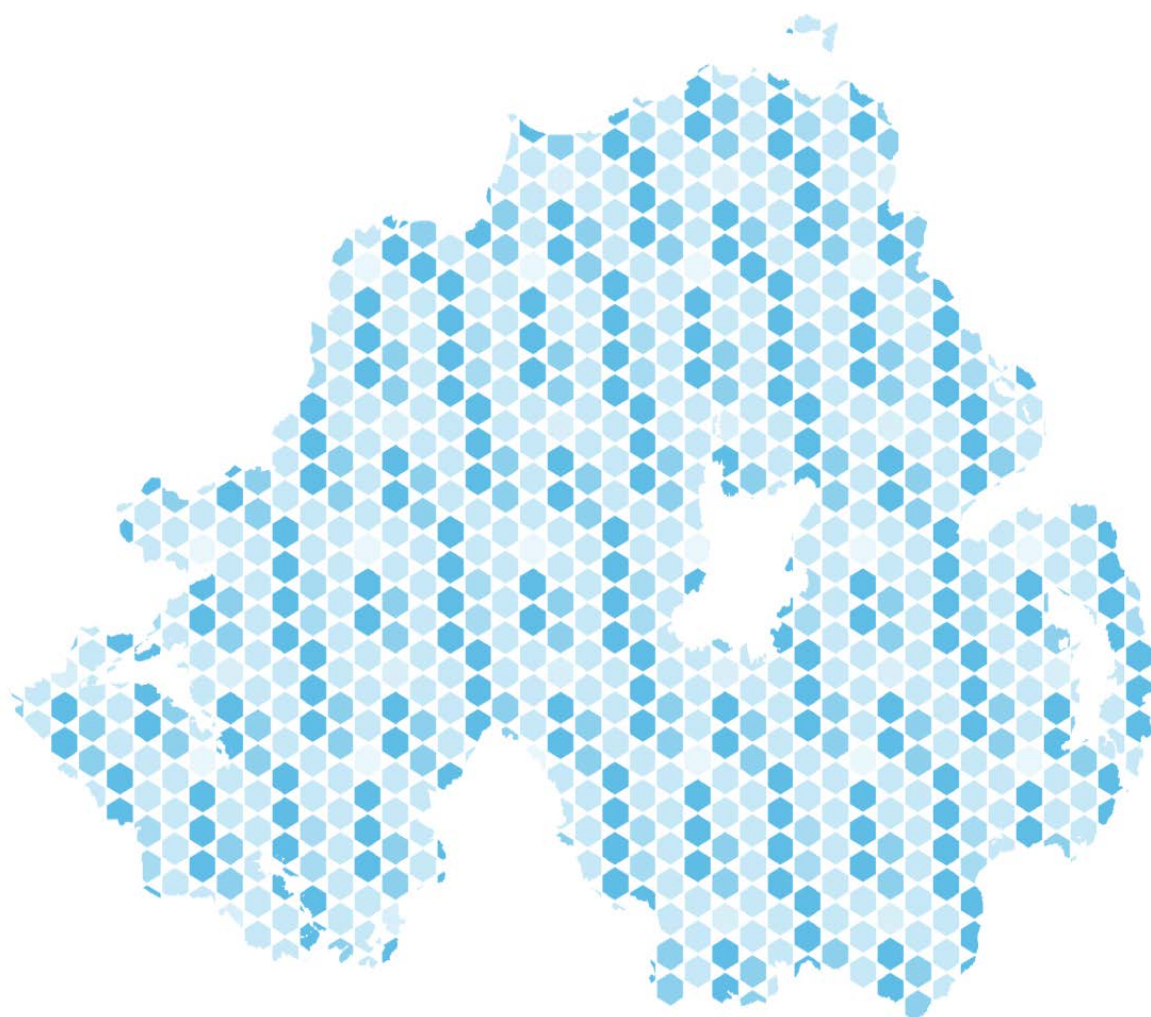


PRIMARY INSPECTION



Education and Training
Inspectorate

Leadhill Primary School,
Castlereagh, Belfast

Controlled, co-educational

Report of an Inspection (Involving
Action Short of Strike)
in May 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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INTRODUCTION

1. Context

Leadhill Primary School is situated in Castlereagh in East Belfast. There has been a fifty percent increase in the enrolment over the past four years. The children who attend the school come from the local and surrounding areas. The principal has taken up post since the previous inspection in 2011.

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, with the exception of the senior leadership team, the teachers would not 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.

Leadhill Primary School, Castlereagh	2014-15	2015-16	2016-17	2017-18
Enrolment in the primary school	108	127	140	163
% School attendance	96.2	95.9	96.2	94.7
% NI Primary school average	95.4	95.5	95.5	N/A
FSME Percentage ¹	15.7	22.0	15.7	22.7 22.60%
No. of children on SEN register	22	25	36	36
% of children on SEN register	20.4	19.7	25.7	22
No. of children with statements of educational need	*	5	8	8
No. of newcomer children	10	12	12	14

¹ **Source:** data as held by the school.

N/A not available

* fewer than 5

2. Views of parents and staff

Twenty-three per cent of parents responded to the confidential, online questionnaire. The responses to the parental questionnaire were highly positive and the written comments indicated high levels of satisfaction with the life and work of the school, particularly the hardworking, enthusiastic, approachable staff and the regular information parents receive about their child's progress. Most of the staff responded to the online questionnaire, the results of which were wholly positive. The ETI has communicated to the principal and the chair of the board of governors the main findings from the questionnaires.

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 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 have been 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

KEY FINDINGS

5. Outcomes for learners

- The small number of children who met with the inspectors display a positive attitude to, and enjoyment of, the wide range of mathematical learning opportunities in which they are engaged. By year 7, the more able children have a very good understanding of key concepts across the areas of mathematics, are flexible in their thinking and employ a wide range of mathematical strategies to complete mental calculations.

The ETI was unable to evaluate fully:

- 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 school development plan is informed by meaningful consultation with stakeholders and available data in order to identify future priorities.
- During the inspection, the ETI met with a representative of the board of governors who reported that they are well-informed about the life and work of the school and contribute effectively to the management of the school by carrying out appropriately their challenge and support roles.

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. The group of year 6 children, with whom inspectors met, report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare. 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 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

There need to be a risk assessments carried out on:

- the condition of the two disused mobile classrooms that are in a state of extreme disrepair and occupying an area that could be used purposefully for outdoor play; and
- the main access approach to 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](#)

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, online 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:

- meetings with groups of children;
- meetings with the principal and senior teacher; and
- a meeting with the principal and chair of governors.

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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