

PRIMARY INSPECTION



Education and Training
Inspectorate

Lisnagelvin Primary School,
Londonderry

Controlled, co-educational

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



The Education and Training Inspectorate
Promoting Improvement

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CUSTOMER
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INTRODUCTION

1. Context

Lisnagelvin Primary School is situated in Richill Park in the Waterside area of Londonderry. Almost all of the children attending the school come from the local and surrounding area. There have been significant changes in the senior leadership team and the curricular leadership team over the last two years, including, the appointment of a new vice-principal in September 2017. The number of newcomer children to the school has doubled over the last four years. The school has a child-centred ethos where each child is valued for their individual talents and potential. There is a very strong parent/teacher association who support well the work of the school both financially and through community based activities. The school is involved in shared education programmes with other local primary schools and has a strong tradition in the area of drama and music.

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.

| Lisnagelvin Primary School | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|--|---------|---------|---------|---------|
| Enrolment | 582 | 592 | 598 | 589 |
| % Attendance | 95.4 | 95.6 | 95.7 | 95.4 |
| % NI Primary School Average | 95.4 | 95.5 | 95.5 | N/A |
| Percentage of children entitled to Free School Meals (FSM) | 36.4 | 37.8 | 38.5 | 38.03 |
| No. of children on SEN register | 173 | 193 | 204 | 186 |
| % of children on SEN register | 29.7 | 32.6 | 34.1 | 31.58 |
| No. of children with statements of educational needs | 24 | 20 | 19 | 22 |
| No. of newcomers | 30 | 27 | 49 | 60 |

Source: data as held by the school.
N/A not available

2. Views of parents and staff

A very small number of the parents, teaching and support staff responded to the confidential, online questionnaires. The responses to the parental questionnaire indicated good levels of satisfaction with the life and work of the school. In particular, they highlighted their appreciation of the range of activities provided for the children beyond the classroom and the supportive staff. The responses to the teaching and support staff questionnaires were also positive. In particular, the staff highlighted their enjoyment of working in the school. The ETI has reported to the principal and a representative of the board of governors the main findings emerging from the parental and staff questionnaires.

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
- quality of leadership and management.

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 school's internal performance data indicates that a majority of the children, including those who require additional support with their learning, achieve as expected in English and mathematics.

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 inspectors had the opportunity to meet with a group of year 6 children. The children are courteous, welcoming to visitors and proud of their school. They talked positively about their experiences in school. In particular, the children spoke about their enjoyment of learning and how they benefit from their involvement in a wide range of activities beyond the classroom. The children also expressed appreciation for the opportunities they have to engage in drama and musical activities. The older children take on leadership roles in the school, for example, through the 'Buddy' system, the School Council and as digital leaders.
- The children's work is valued and celebrated through numerous well-presented displays around the school.
- The children's standard and performance in music and public speaking, observed during the school assembly, was excellent.

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

- The school improvement process is linked to a well-informed school development plan (SDP) that has involved wide consultation with key stakeholders. It indicates appropriate areas for further development and on-going school improvement work. The SDP requires, however, more specific measurable targets to assess the impact of the actions, to improve further the quality of the children's learning and outcomes.
- During the inspection, the ETI met with a representative from the board of governors. The governors have a very good range of complementary skills and expertise and are actively involved in the life and work of the school. They provide appropriate support and challenge and understand well the challenges and opportunities facing the school.

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 including self-evaluation and the development planning process.

8. Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. Appropriately, the school continues to review and update its pastoral policies and has identified the need to revise the taught pastoral and preventative education programme. The children, with whom the inspectors met, reported that they feel safe in the school and 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 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 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.

These arrangements include:

- 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, 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:

- a meeting with the principal and vice-principal on the pre-inspection visit and meetings during the inspection;
- a meeting with a representative from the board of governors; and
- a meeting with a group of year 6 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 management¹:

| |
|-----------------------------------|
| 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. |

¹ And the overall provision in a unit, as applicable.

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