

Education and Training Inspectorate PRIMARY INSPECTION



Londonderry Primary School, Newtownards, County Down

Controlled, co-educational DE Ref No: 401-6004

Report of an Inspection (Involving Action Short of Strike) in
February 2020

eti

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

SECTION	PAGE
1. Context	1
2. Children's, parents' and staff questionnaire responses	1
3. Focus of the inspection	1
4. Overall findings of the inspection	1
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	2
8. Safeguarding	2
9. Overall effectiveness	3

APPENDICES

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

INTRODUCTION

1. Context

Londonderry Primary School is situated in Newtownards, County Down. The majority of the children come from the local area and the school continues to be over-subscribed with a current enrolment of 410 children. The school has achieved a number of external awards including the Eco-Schools Green Flag and is also involved in a shared education partnership with several other local schools.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute, and also workload and other management issues. 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 inspectors¹. The senior leadership 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.

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

As a result of the action short of strike, the school did not distribute the confidential, 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 literacy and numeracy;
- quality of provision with a particular focus on literacy and numeracy 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

¹ The previous inspection in February 2017 was impacted by action short of strike:
<https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-primary-inspection-londonderry-primary-school-newtownards-county-down-401-6004.pdf>

KEY FINDINGS

5. Outcomes for learners

- The year six children spoke confidently and enthusiastically about many aspects of their learning and school life. In particular, they expressed their enjoyment of mathematics and reading and their opportunities to be creative, solve problems and investigate the world around them. The children outlined how they preferred tasks which contain additional challenge and also their appreciation of the wide range of sporting and cultural extra-curricular activities available to them.

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 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 (DE). The children report that they feel safe and cared for in the school and that they are aware of what to do if they have any concerns about their safety or welfare. They know how to stay safe online and when out in the local community. 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.

The school needs to:

- review the drugs policy to be in line with all the other updated policies.

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 with no further notice.

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) of the governors;
- meetings with a groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete a confidential, online questionnaire.

The arrangements for this inspection included:

- a meeting with a representative of the governors and senior leadership;
- a meeting with a group of children from year six; and
- a review of the school's safeguarding documentation and procedures.

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

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 impacts positively enough on learning, teaching and outcomes for learners.

² 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:

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.

© CROWN COPYRIGHT 2020

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