

# Education and Training Inspectorate

## PRIMARY INSPECTION



Mullaglass Primary School, Newry, County Down

Controlled, co-educational DE Ref No (501-1019)

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

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

## INTRODUCTION

### 1. Context

Mullaglass Primary School is located on the outskirts of Newry. Almost all of the children attending the school come from the surrounding rural area. A new principal was appointed in March 2019. The school is in its second year of a shared education partnership with three local primary schools. It has been awarded its second ECO flag and was accredited the Irish Football Association's Gold Quality Mark in 2017.

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 principal co-operated with the inspection team in relation to 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.

Mullaglass Primary School	2015-16	2016-17	2017-18	2018-19
Enrolment	88	82	89	85
% School attendance	96.7	97.2	95.9	N/A
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage <sup>1</sup>	18.2	19.5	15.7	10.6
No. of children on SEN register	18	14	15	12
% of children on SEN register	20.5	17.1	16.9	14.1
No. of children with statements of educational need	5	*	*	5
No. of newcomer children	*	*	*	*

**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 or staff. Therefore, it is not possible to report on the views of children, parents or staff.

### 3. Focus of the inspection

The ETI was unable to evaluate:

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

---

<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**

In discussion with inspectors, a group of year 7 children spoke appreciatively about the wide range of learning experiences provided by the school. They highlighted, in particular, the many extra-curricular activities including football, hockey and music and reported their enjoyment of learning in the outdoor environment and with other children in the shared education partnership.

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 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 (DE). The year 7 children, who met with the inspectors, reported that they feel safe in school and know what to do if they have a concern. They are informed about how to stay safe online. 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 and update the safeguarding and pastoral care policies, in line with current DE guidance and legislation; and
- ensure appropriate risk assessments are in place, where necessary.

## **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.

**Health and safety**

1. The school needs to review the open access to the school site.

### 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 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 a representative of the governors;
- a meeting with the principal in relation to safeguarding;
- a discussion with a group of year 7 children; and
- the review of the school's documentation in relation to safeguarding and child protection.

## 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:

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 2019

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)