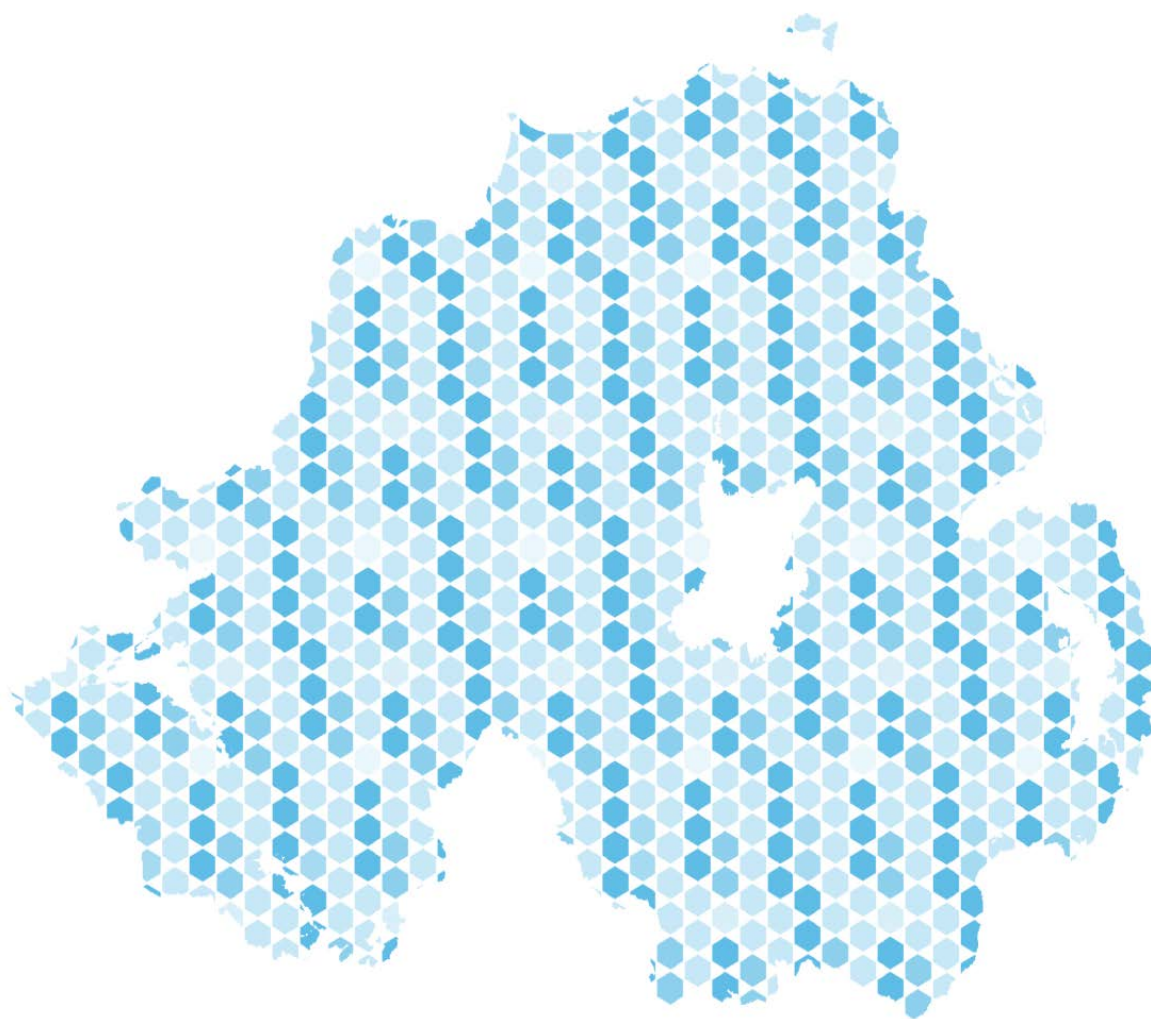


PRIMARY INSPECTION



Education and Training
Inspectorate

Mullavilly Primary School,
Tandragee, County Armagh

Controlled, co-educational

Report of an Inspection (Involving
Action Short of Strike) in
October 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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CONTENTS

SECTION	PAGE
1. Context	1
2. Views of parents, children and staff	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	3
8. Safeguarding	3
9. Overall effectiveness	3

APPENDICES

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

INTRODUCTION

1. Context

Mullavilly Primary School is a controlled primary school situated on the outskirts of Tandragee. Almost all of the children attending the school come from the surrounding area. The enrolment has risen in the past four years and the school operates above its capacity. The percentage of children entitled to free school meals has also risen while the proportion requiring additional help with aspects of their learning has reduced. The majority of teachers, including the principal, have taken up post since the last 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 none of the teachers, with the exception of the principal, 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.

Mullavilly Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment	133	130	138	145
% School attendance	95	94	95	98
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage ¹	16	18	22	21
No. of children on SEN register	24	24	20	21
% of children on SEN register	18	18	14	14
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	0	0	*	*

Source: data as held by the school.

* Fewer than 5

N/A Not available

2. Views of parents, children and staff

Fifteen percent of parents responded to the confidential questionnaire and there were thirteen written responses. Most of the parents indicated they receive information about safeguarding, feel their child benefits from a range of after-school activities and strongly agree that the school is well thought of in the community. All of the year seven children completed the questionnaire. The children's responses highlighted their enjoyment of school, they feel their ideas are valued and know staff are there to support their learning. Forty-four percent of the staff completed the questionnaire and the responses were wholly positive. The ETI has communicated to the principal and the chair of the board of governors the main findings, and any individual issues arising, from the questionnaires.

3. Focus of the inspection

The ETI was unable to evaluate:

- outcomes for children with a particular focus on numeracy including across the curriculum;

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

- quality of provision with a particular focus on numeracy; and
- quality of leadership and management.

4. Overall findings of the inspection

Overall effectiveness	Unable to assure of 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, mathematics. By year 7, the more able children are secure in the use of strategies to solve a range of mathematical challenges and they show a very good understanding of key concepts across the areas of mathematics.
- A wide range of opportunities are created by the school for children to accept responsibility and to develop their leadership skills through initiatives such as: the student council; the key stage (KS) 2 prefect system; and, the school ECO club. The children report that they are supported well to develop their personal-safety skills through for example, the 'Helping Hands' programme.

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 new school development planning process is underway and 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. It was reported that the governors 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:

- the effectiveness of strategic leadership;
- 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. However, owing to action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.
- During the inspection, inspectors met with a group of year 6 children; they were confident, polite and courteous. The children spoke very positively about their experiences in school and about the wide range of activities they have the opportunity to engage in beyond the classroom. In particular, the children reflected positively how they enjoyed their learning, and how the encouragement and support they receive from staff helps them to learn.

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.

Health and safety/Accommodation

- It will necessary for the board of governors and employing authority to review the current arrangements regarding the location of the year 3 class in the assembly hall.
- Review the fence enclosing the playground to ensure it provides a secure play area for the children.

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:

- meetings with the principal;
- 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 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 the principal;
- a meeting with a representative of the board of governors;
- meetings with groups of year 6 and year 7 children; and
- an opportunity to read documentation presented as supporting evidence of the safeguarding arrangements, the school development planning process, teachers' planning, and samples of children's work.

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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