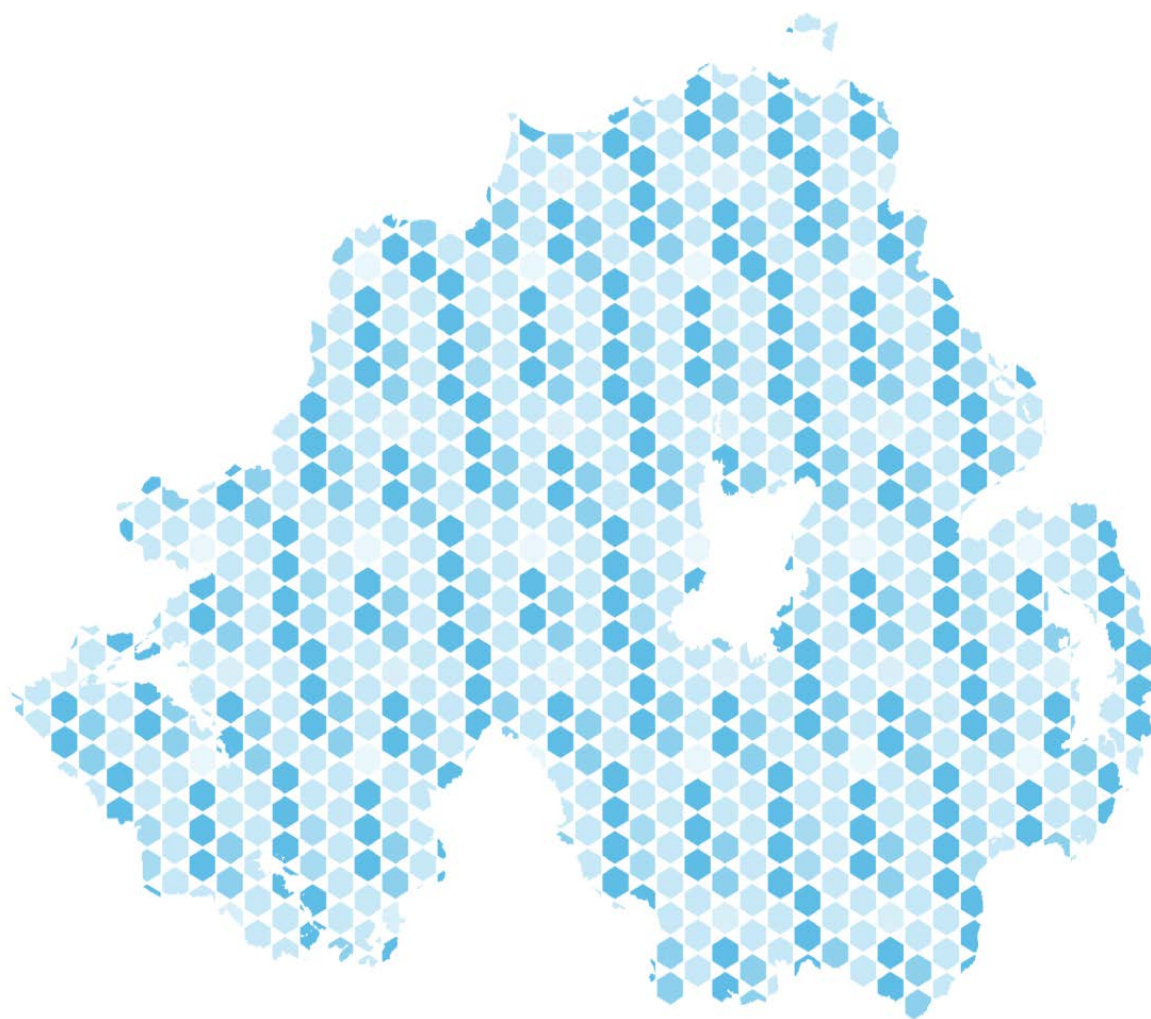


PRIMARY INSPECTION



Education and Training
Inspectorate

Oakgrove Integrated Primary
School, Derry/Londonderry

Integrated, co-educational

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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INTRODUCTION

1. Context

Oakgrove Integrated Primary and Nursery Unit is situated on the Limavady Road in Derry/Londonderry. Most of the children who attend the school come from the city and the remaining from the surrounding rural areas. The school has a dual-day Nursery unit. Over the past four years, the percentage of children requiring support with aspects of their learning has increased to just over 31% while the percentage of children entitled to free school meals has remained steady. The school has been recognised for its achievements through a number of external awards including the Rights Respecting Schools Award at Level 2 and the Eco-Schools Green Flag.

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 all of 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.

Oakgrove Integrated Primary School and Nursery Unit	2013-14	2014-15	2015-16	2016-17
Enrolment	401	397	393	402
% School attendance	95.4	94.5	94.5	N/A
% NI Primary school average	95.6	95.4	95.5	N/A
FSME Percentage ¹	31.6	28.9	30.3	31.6
No. of children on SEN register	105	107	101	126
% of children on SEN register	23.2	23.9	22.7	31.3
No. of children with statements of educational need	13	18	15	16
No. of newcomer children	23	25	19	23

Source: data as held by the school.

N/A not available

2. Views of parents and staff

Six percent of parents and almost one-third of the staff responded to the confidential questionnaires. The responses to the parental questionnaire were very positive and the written comments indicated high levels of satisfaction with the life and work of the school. In particular, the parents commented on the friendly and welcoming ethos in the school and reported that they are happy with their children's experiences. The responses to the staff questionnaire endorsed the school's child-centred approach and the positive, inclusive learning environment. 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.

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 and how the school is addressing low attainment and underachievement where applicable;
- quality of provision with a particular focus on numeracy and literacy including across the curriculum and the nursery unit; 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
Nursery Unit	No performance level available

KEY FINDINGS

5. Outcomes for learners

The ETI was unable to evaluate:

- standards attained by the children;
- progression in the children's learning; and
- the children's wider skills and dispositions.

6. Quality of provision

- During the inspection, inspectors had the opportunity to meet with a group of year 6 children. The children spoke very positively about their experiences in school, in particular they talked about their enjoyment of learning and the support they receive from the caring and approachable staff.
- There is an inclusive, welcoming ethos in the school, where difference is embraced and diversity celebrated, reflecting the school's motto *Celebrating diversity; learning together for life*. The children's views and opinions are listened to and valued. They make meaningful contributions to the life and work of the school, through initiatives, such as, the learning 'buddy' scheme, peer mediation programme and the active school and Eco councils. In addition, the extensive range of extra-curricular activities enriches the children's experience and develops well their interests and talents.

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
- fully the school's approach to, and impact of, care and welfare.

7. Leadership and management

- There is evidence of school improvement work in recent years.
- During the inspection, the ETI met with representatives of the board of governors. The governors are well informed about the work and life of the school and they play a pro-active role in the school improvement process. They demonstrate a strong commitment to the inclusive ethos of the school and exercise their challenge function as necessary to ensure that the children's holistic development is paramount.
- The school improvement process is underpinned by a well-embedded culture of reflection and self-evaluation. All of the key stakeholders contribute to the development planning process. The improvement priorities are very well informed by the analysis and use of qualitative and quantitative data to monitor and evaluate the quality of the actions taken, and to track the children's progress. The continuing professional development of leadership at all levels is an appropriate priority for whole school improvement.
- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. The 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.

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).

CONCLUSION

8. 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

1. There is a need to review the access arrangements to the school grounds.

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](#)

In order to conduct a primary inspection, 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:

- meetings with the principal and teachers with specific responsibilities on the pre-inspection visit;
- 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 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.

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 subject area or unit, as applicable.

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