

PRIMARY INSPECTION



Education and Training
Inspectorate

Our Lady Queen of Peace Primary
School and Nursery Unit, Belfast

Maintained, co-educational

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



The Education and Training Inspectorate
Promoting Improvement

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INTRODUCTION

1. Context

Our Lady Queen of Peace Primary School and Nursery Unit is a maintained primary school in Dunmurry. The children attending the school come from the local Dunmurry area and further afield from Lisburn and Crumlin. The enrolment remains steady and the school operates at full capacity. The percentage of children entitled to free school meals has fluctuated over the past four years while the proportion requiring additional help with aspects of their learning has risen slightly. The current principal was appointed in 2015; there is no vice-principal at present. A newly appointed senior leadership team has taken on roles in support of the principal across the school. The school was recently awarded the Rights Respecting School Level One Accreditation.

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 and that the principal and the board of governors would be co-operating. 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.

Our Lady Queen of Peace Primary School and Nursery Unit	2014-15	2015-16	2016-17	2017-18
Enrolment	359	355	356	353
Nursery Unit	52	52	52	52
% School attendance	95.3	95.9	95.4	N/A
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage ¹	21.2	17.5	22.7	18.9
No. of children on SEN register	44	46	50	67
% of children on SEN register	12.2	12.9	14	18.9
No. of children with statements of educational need	8	8	10	8
No. of newcomer children	0	0	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

Fifty percent of parents and a small number of the staff responded to the confidential, online questionnaire. The responses to the questionnaires were very positive. In their written comments, the parents praised the approachable, supportive and professional staff team and the highly effective child- and parent-centred principal. The ETI has communicated to the principal and the chair of the board of governors the main findings 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:

- 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 in the nursery unit; 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
Nursery Unit	No performance level available

KEY FINDINGS

5. Outcomes for learners

- The school's internal data shows that most of the children, including those who require additional support with aspects of their learning, are achieving in line with expectation in English and mathematics.

The ETI was unable to evaluate:

- fully the learning outcomes for the children;
- 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 school development plan (SDP) is comprehensive and devised through extensive consultation and evaluation with all key stakeholders. The SDP identifies appropriate priorities which are developed through the associated action plans to bring about improvement in the learning experiences for, and the outcomes achieved by, the children. A range of data, both qualitative and quantitative, is used to good effect to set targets, plan interventions and track progression in learning.
- Based on the evidence presented at the time of inspection, the ETI evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors have a very good blend of complementary skills and carry out their roles with rigour. They monitor systematically the outworking of the school development plan and provide appropriate support and challenge to the senior leadership team.
- While there is extensive evidence of timely and significant school improvement work in recent years, the ETI was unable to evaluate fully:
 - the effectiveness of the 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. In discussion with the inspectors, a group of children from year 6 reported that they feel safe, happy and cared for in school; they know what to do if they have any concerns about their wellbeing. The children spoke enthusiastically and maturely about: the opportunities they have to take on roles of responsibility in the school; their understanding of keeping safe online; and, the range of support mechanisms available to them should they wish to express a concern.

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 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.

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;
- meetings 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.

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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