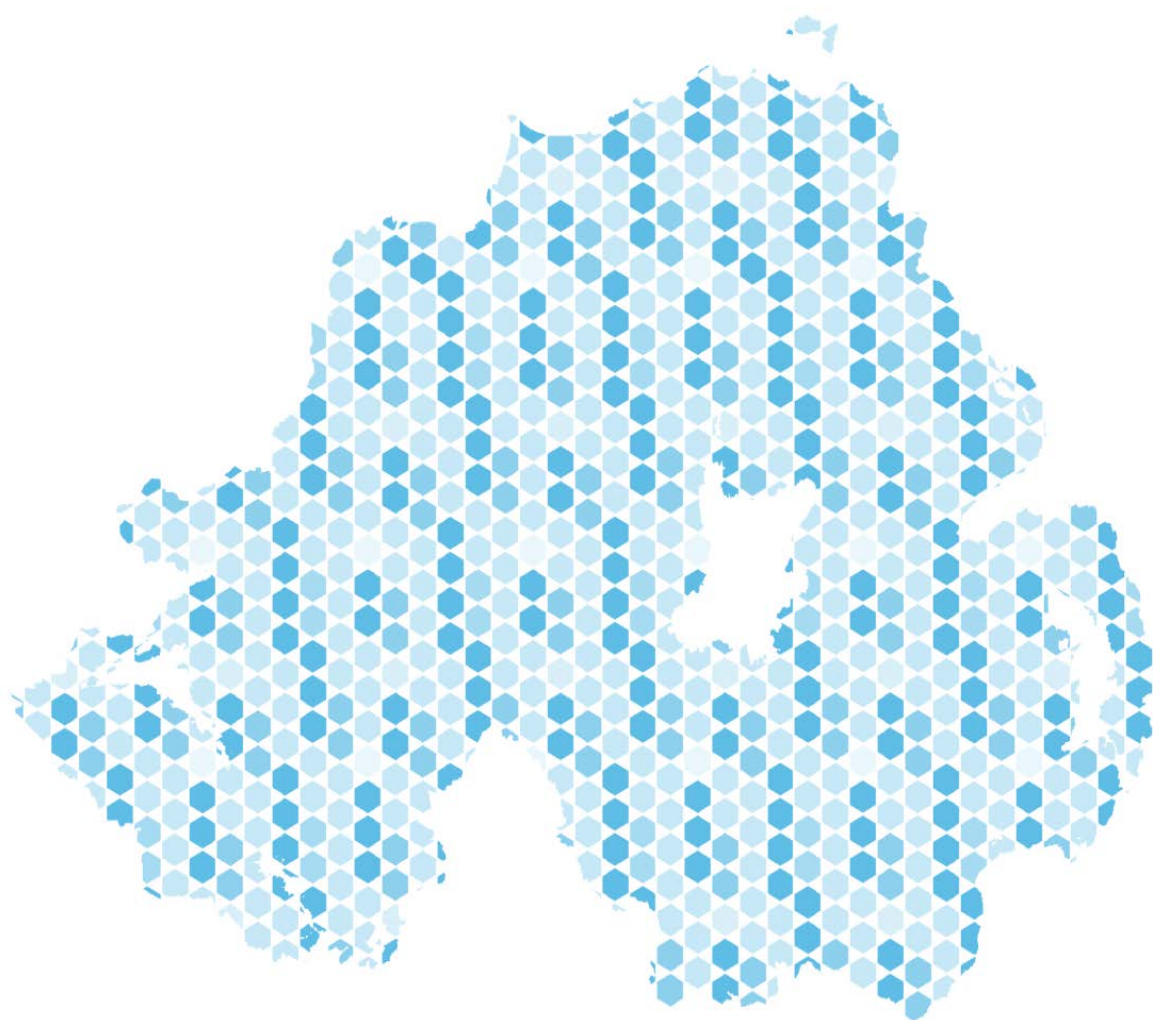


PRIMARY INSPECTION



Education and Training
Inspectorate

Riverdale Primary School,
Lisburn, County Antrim

Controlled. Co-educational

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



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. Views of parents 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	2
8. Overall effectiveness	3

Appendices

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

INTRODUCTION

1. Context

Riverdale Primary School is a controlled, co-educational primary school located in Legacurry, two miles from Lisburn. The children come from a large catchment area that extends from the outskirts of Lisburn to the surrounding areas of Hillsborough and Cargycreevy. The senior leadership team has been re-structured recently with the appointment of a new vice principal and a new head of key stage (KS) 1.

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 a majority 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.

Riverdale Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	199	208	208	208
% School attendance	97.6	97.7	97.3	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	7	7	5	8
No. of children on SEN register	36	35	34	25
% of children on SEN register	18	17	16	12
No. of children with statements of educational need	8	5	5	5

Source: data as held by the school.

N/A not available

2. Views of parents and staff

Twenty-two percent of parents and fifty percent of staff responded to the confidential questionnaire. Almost all of the parental responses indicated high levels of satisfaction with all aspects of the life and work of the school. The written comments praised in particular: the commitment of the staff to meet the academic and pastoral needs of the children; the community spirit that pervades the school; and, the range of learning experiences provided by the teachers. All of the staff responses were wholly positive. The ETI has communicated to the principal and a representative of the board of governors the small number of concerns relating to arrangements for after school provision arising from the questionnaires.

3. Focus of the inspection

The ETI was unable to evaluate the:

- outcomes for children with a particular focus on numeracy and literacy, including across the curriculum and how the school is addressing low attainment and underachievement where applicable;

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 literacy including across the curriculum; and
- quality of leadership and management.

Where it has been possible to evaluate aspects of the foci, they are 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

KEY FINDINGS

5. Outcomes for learners

- By the end of KS2, the most able children read with a good and very good level of fluency and accuracy and are able to discuss features of the text. They enjoy reading and talk about their favourite authors. In year 7, the most able children have a secure knowledge and understanding of key concepts across the mathematics curriculum. They talk positively about their learning experiences in numeracy and can relate mathematics to real life contexts.

The ETI was unable to evaluate:

- 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 recently re-structured senior leadership team has introduced innovative practices in literacy and numeracy and has a clear, shared vision for promoting high standards for all the children.

- The school development plan outlines key priorities, informed by consultation with governors, staff, parents and children. Action plans are in place for key curricular and pastoral areas, but there is a need to make the targets more specific and measurable.
- Based on the evidence available at the time of inspection, the ETI evaluation is that there can be confidence in the aspects of governance evaluated. The governors are supportive of the work of the school and are committed to develop further their capacity to monitor and evaluate the work of the co-ordinators and their knowledge of the outcomes attained by the children.
- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. In discussion with inspectors, a group of children from year 6 reported that they feel safe in school. They know what to do and who to talk to if they are concerned about their safety or well-being. The children are aware of a number of ways 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 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.

CONCLUSION

8. Overall effectiveness

Owing to the impact of the action short of strike being taken by the majority of 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.

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 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.
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.

² And the overall provision in a subject area or unit, as applicable.

© CROWN COPYRIGHT 2017

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