

# PRIMARY INSPECTION



Education and Training  
Inspectorate

Saints and Scholars Integrated  
Primary School and Nursery Unit,  
Armagh

Maintained Integrated, co-educational

Report of an Inspection (Involving  
Action Short of Strike) in April 2018



The Education and Training Inspectorate  
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## INTRODUCTION

### 1. Context

Saints and Scholars Integrated Primary School and Nursery Unit is a grant maintained integrated primary school situated in the City of Armagh. There is a single class nursery unit in the school.

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 staff 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.

Saints and Scholars Primary School and Nursery Unit	2014-15	2015-16	2016-17	2017-18
Enrolment	217	234	239	268
% School attendance	95.2	97.7	95.2	94.6
% NI Primary school average	95.4	95.5	95.5	N/A
FSME Percentage <sup>1</sup>	22.6	23.1	22.6	24.6
No. of children on SEN register	41	36	39	40
% of children on SEN register	18.9	15.4	16.3	14.9
No. of children with statements of educational need	6	5	9	8
No. of newcomer children	12	13	17	33

**Source:** data as held by the school.

\* fewer than 5

### 2. Views of parents, staff and children

A small number of the parents and a minority of the staff responded to the confidential, online questionnaires. The responses to the parental questionnaire were positive and all respondents agreed that they are happy with the progress their children are making, the provision for the children's enjoyable learning experiences and the effective personal development programmes. The responses to the staff questionnaire endorsed the effectiveness of the school leadership and the positive ethos. The year 7 children responded to a pilot children's questionnaire and most were positive about their learning experiences and all the children know who to go to if they need help in school. The ETI has communicated to the principal and representatives from the board of governors the main findings arising from the questionnaires.

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<sup>1</sup> 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 with a particular focus on numeracy and literacy;
- 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.

### 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
<b>Nursery Unit</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

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 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.

The school needs to ensure that:

- the updated safeguarding policy and the arrangements for reporting concerns are shared with all the parents; and
- the playground risk assessment is reviewed to address the concerns raised by a small number of the children about the designated areas for play.

A group of children from year 6 reported that they generally feel safe in school and know what to do if they have any concerns about their safety or wellbeing. 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 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.

### 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 representatives from the governors;
- meetings with groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete a confidential, online 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 member of the safeguarding team to discuss the arrangements for safeguarding;
- a meeting with a group of year 6 children; and
- an opportunity to read documentation presented as supporting evidence of the arrangements for safeguarding.

## 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

### 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.

<sup>2</sup> And the overall provision in a unit, as applicable.

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