

PRIMARY INSPECTION



Education and Training
Inspectorate

St Anne's Primary School, Creggan,
Derry City

Maintained, co-educational

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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. Safeguarding	2
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

St Anne's Primary School is a Catholic maintained primary school situated in Nassau Street in the Creggan area of Derry City and the children attending the school come from the greater Derry area. There is a speech and language class in the school. The enrolment has risen over the past four years by approximately 20%, while the percentage of children entitled to free school meals has remained consistently around two-fifths of the total register over the same period. A newly appointed principal has taken up post and there are significant and ongoing changes within the leadership and management structure. The school was awarded the level two Rights Respecting School status in 2014.

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. 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.

St Anne's Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment	446	472	501	532
% School attendance	94.4	95.3	95.4	N/A
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage ¹	39.4	41.7	41.1	41.9
No. of children on SEN register	81	81	88	94
% of children on SEN register	18.2	17.2	17.6	17.7
No. of children with statements of educational need	9	8	11	13
No. of children in the speech and language class	9	12	12	10

Source: data as held by the school.
N/A not available

2. Views of parents and staff

As a result of the action short of strike, the school did not distribute the confidential, online questionnaire information to parents and staff. Therefore, it is not possible to report on the views of parents and staff.

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 the speech and language class; and
- quality of leadership and management.

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

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 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 (DE). A group of children from year 6 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.

The school needs to:

- ensure that the relevant personnel undertake mandatory safeguarding training ;
and
- update relevant school policies in line with the current DE guidance.

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.

Health and safety/Accommodation

1. The poor condition of the wooden window frames around the school present a significant danger to health and safety.
2. The uneven stair risers inside and outside the school building present a trip hazard.
3. The playgrounds' boundary fences do not secure adequately the site.

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 a representative(s) from the governors;
- meetings with groups of children; and
- the opportunity for the 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 short meeting with the principal and a chair of the board of governors;
- discussions with a group of children from year 6; and
- review of the school's documents and policies relating to child protection and 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 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.

© CROWN COPYRIGHT 2018

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