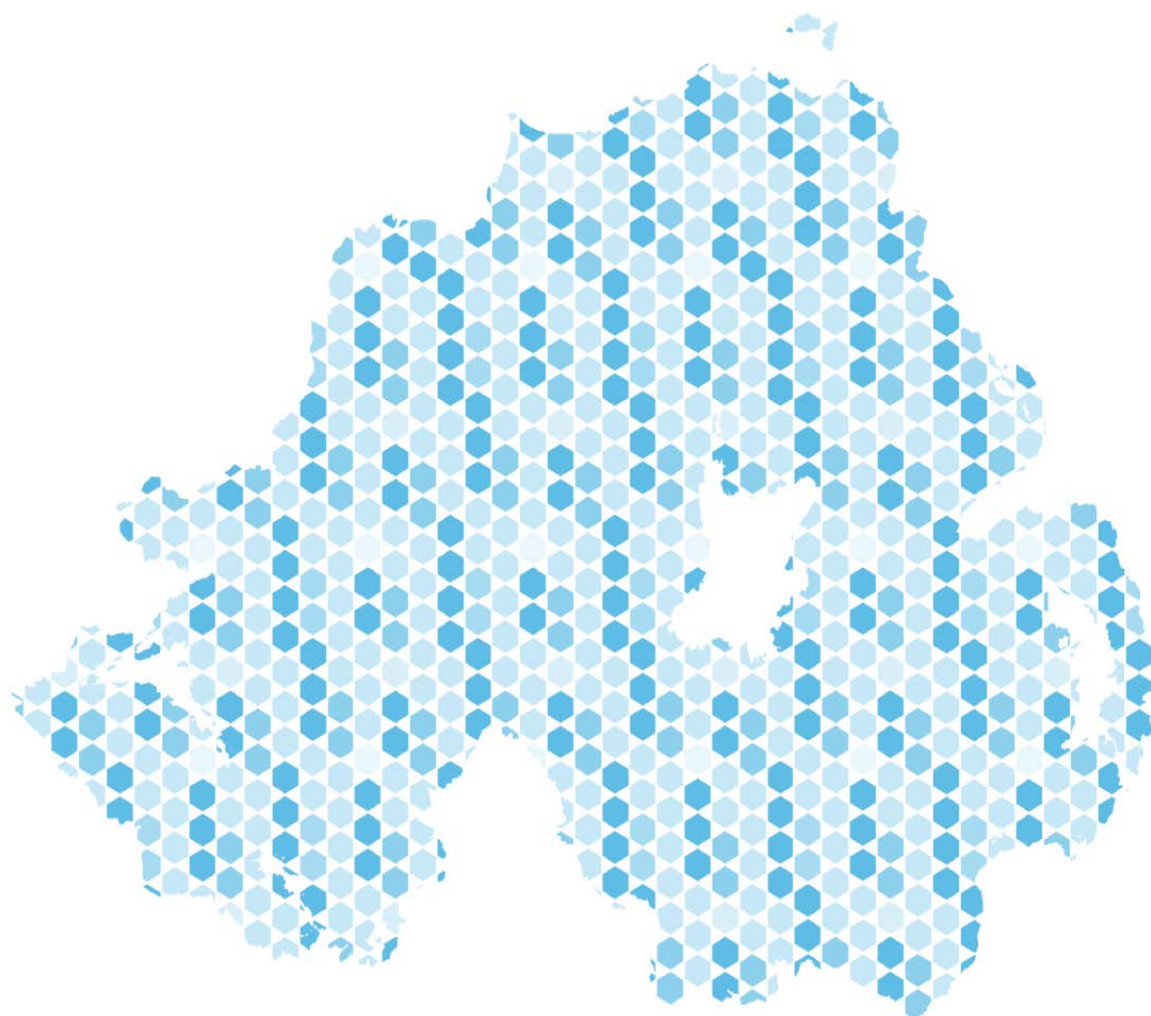


PRIMARY INSPECTION



Education and Training
Inspectorate

St Dallan's Primary School,
Warrenpoint, County Down

Maintained, co-educational

Report of an Inspection (Involving
Action Short of Strike) in
January 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

St Dallan's Primary School is a maintained, co-educational primary school situated within walking distance of Warrenpoint's town centre. Most of the children who attend live within the local parish; a minority also travel from neighbouring parishes including Newry. The enrolment figure has risen steadily over the past four years, including a notable increase in the number of newcomer children. The school is an integral part of the local community and has strong links with the parish and the local Gaelic Athletics Association Club. The school has been recognised for its achievements through a number of external awards including the Irish News School, Club and Volunteers Award (2015), the Northern Ireland Education Authority Internet Safety Schools Award (2016) and the initial Investors in People Award (2016). A new principal was appointed 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 all of the staff would not be co-operating with the inspectors. The ETI have 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 Dallan's Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	449	466	500	508
% School attendance	93.9	94.2	94.8	N/A
% NI Primary school average	95.6	95.4	95.5	N/A
% FSME Percentage ¹	35	33	32	32
No. of children on SEN register	76	56	95	97
% of children on SEN register	17	12	19	19
No. of children with statements of educational need	14	10	15	17
No. of newcomer children	15	26	36	53

N/A not available

2. Views of parents and staff

Seventeen percent of parents and a majority of staff responded to the questionnaires. The responses to the parental questionnaire indicated high levels of satisfaction with almost all aspects of the life and work of the school. In particular, the parents highlighted their appreciation of the quality of care and education provided for the children and the parents' positive engagement with the staff and principal. Almost all of the responses to the staff questionnaire were highly affirmative; the written comments emphasised the effective working relationships and collaborative teamwork across the school. Both the parents and staff expressed confidence in the strategic leadership and the positive impact of the school's improvement work. The ETI has reported to the principal and a representative of the board of governors the main issues emerging from the questionnaires and the discussions with the children.

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 including across the curriculum (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
- 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

The ETI was able to evaluate partially the standards attained by the children.

- 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. A group of children from year seven read fluently and expressively. They were able to reflect maturely and give insightful views on a range of books they enjoy; the children used competently a varied range of strategies to make meaning within more complex texts. The inspectors also evaluated a limited range of children's writing and the quality was very good. A group of children from year seven demonstrated high levels of flexibility and understanding in their mathematical thinking and were able to apply their mathematical skills confidently to solve a range of unfamiliar mathematical problems.

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 ETI was able to evaluate a few aspects of leadership and management.

- Based on the evidence available 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 range of complementary skills and carry out their roles with rigour. They monitor well the outworking of the school development plan (SDP) and provide appropriate support and challenge to the senior leadership team.
- The SDP is comprehensive, devised through extensive consultation and evaluation with all key stakeholders. The SDP identifies appropriate priorities along with clear action plans to bring about improvement in the learning experiences for, and the outcomes achieved by, the children.
- During the inspection, the school provided evidence that arrangements for safeguarding reflect the guidance issued by the relevant Departments. In discussions with inspectors, a group of year 6 children reported that they feel safe and secure in school and know what to do if they have any concerns about their well-being.

The ETI was unable to evaluate fully the impact and effectiveness of:

- the strategic leadership;
- the middle leadership; and
- action to promote and sustain improvement.

CONCLUSION

8. 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. 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 www.etini.gov.uk.

Inspectors scrutinised a limited range of documentation and the children's written work and held formal and informal discussions with children.

The arrangements for this inspection included:

- 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.

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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

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.

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