

Education and Training Inspectorate PRIMARY INSPECTION



St Eoghan's Primary School, Draperstown, County Derry

Maintained, co-educational DE Ref No: 303-2271

Report of an Inspection (Involving Action Short of Strike) in
March 2020



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. Children's, parents' and staff questionnaire responses	1
3. Focus of the inspection	2
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	3
7. Leadership and management	3
8. Safeguarding	4
9. Overall effectiveness	4

APPENDICES

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

INTRODUCTION

1. Context

St Eoghan's Primary school is nestled at the foothills of the Sperrin Mountains on the edge of the village of Moneyneena, approximately three miles north-west of Draperstown, all within the parish of Ballinascreen. The majority of the children come from the local vicinity, with the remainder travelling from the wider Ballinascreen area. The enrolment has remained steady over the past four years standing currently at 125 children, placing it at almost full capacity. The school participates in a shared education partnership with two other controlled primary schools in the wider Coleraine area, which benefit the children through widening their learning experiences, as well as providing professional development opportunities for the staff.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute, and also workload and other management issues. The industrial action includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that the teachers would not be co-operating with the inspection. The senior and middle leadership co-operated with the inspection in relation to safeguarding and aspects of their leadership responsibilities. The ETI has a statutory duty to monitor, inspect and report on the standards of education and professional practice among teachers 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 Eoghan's Primary School	2016-17	2017-18	2018-19	2019-20
Enrolment	121	124	119	125
% School attendance	96.5	95.1	96.4	N/A
% NI Primary school average	95.5	94.9	N/A	N/A
FSME Percentage ¹	19.8	17.7	18.5	15.2
No. of children on SEN register	25	25	21	17
% of children on SEN register	20.7	20.2	17.6	13.6
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	0	0	0	0

Source: data as held by the school.

* fewer than 5

N/A not available

2. Children's, parents' and staff questionnaire responses

Approximately 62% of parents, 71% of teachers and 50% of support staff responded to the confidential, on-line questionnaires: all of the responses were wholly positive and affirmed highly the work of the school. The year 7 questionnaires were not administered.

The responses to the parental questionnaire and the 30 associated written comments indicated very high levels of satisfaction with the work of the school and affirmed resolutely and universally the parents' confidence in the staff's ability to provide the highest quality of provision and care for their children. The responses to the staff questionnaires

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

acknowledged the high quality of the working relationships in the school and the staff's commitment to the school's ethos of being welcoming and inclusive and working as a close-knit team, which promotes respectful professional relationships. There was a recurring thread in all of the questionnaire returns around valuing people and around being part of, and meeting the needs of, the community the school serves.

The ETI has communicated to the principal and the chair of the board of governors the main findings from the questionnaires.

3. Focus of the inspection

The ETI was unable to evaluate:

- outcomes for children with a particular focus on numeracy;
- quality of provision with a particular focus on numeracy, including across the curriculum; and
- quality of leadership and management.

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 school's internal data indicates that, by the end of key stage 2, most of the children achieve as expected, or above, in numeracy and literacy.
- The inspectors met with a group of friendly, considerate and confident year 6 and year 7 children who reflected well on their learning experiences and presented their views and opinions in a thoughtful manner. The children have good social skills and possess positive dispositions to learning.

The ETI was unable to evaluate fully:

- 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 school commits to putting children first and mutual respect and working collectively characterise its ethos. The year 6 and year 7 children, who met with the inspectors, talked about being consulted with aspects of their learning. They reported that their teachers are approachable, supportive and take good care of them and they spoke with enthusiasm about the school's positive rewards system. They value learning with, and about, the children from their partner schools in their shared education programme, providing them with good experiences and better understanding of diversity and inclusion, which allows them to make new friends and acquaintances.
- The year 7 children, who met with the inspectors, reported they value the PATHS (promoting alternative thinking strategies) programme, which allows the children to acquire and use the skills to promote better emotional health and well-being, helping them build resilience and manage thoughtfully their emotions and behaviours.
- The school has adopted a good quality e-safety policy, providing lessons across the school which help children to stay safe online and to use digital devices more responsibly.

The ETI was unable to evaluate fully:

- 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 senior and middle leaders have a clear strategic vision for school improvement that is informed by well-embedded self-evaluation processes and consultation with stakeholders. The leadership uses a wide range of appropriate qualitative and quantitative first-hand evidence to evaluate the impact of the school's provision and to inform future improvements.
- The good quality school development plan is structured around the key principles of 'Every School a Good School' and is underpinned by appropriate evaluative and consultative processes; it is a coherent document and its associated action plans have well-defined targets, actions and planned evaluation identified, which align with the whole school priorities.
- The highly dedicated senior and middle leaders understand their roles very well. The school invests considerable resource in teacher professional learning, including the joint planning and evaluation of lessons which promotes the development of capacity at all levels.

- The governors are very knowledgeable about the life and work of the school. The link governors are kept informed about the school improvement process through regular contact with the respective co-ordinators. The governors possess a good range of complementary skills and offer challenge and support to the principal, as appropriate.

The ETI was unable to evaluate fully:

- 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 children who met with the inspectors reported that they feel safe in school and know what to do if they have any concerns about their safety or welfare. 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. 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:

- a meeting with representative of 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 the principal and the co-ordinators in relation to leadership and school development and improvement;
- a meeting with the principal and designated teacher in relation to safeguarding responsibilities;
- a meeting with a group of governors representing the school's board of governors;
- a review of the school development plan, action plans, evaluations, internal assessment data and related documentation;
- a review of documentation relating to safeguarding;
- a discussion with a group of year 6 children and a discussion with year 7 children and brief and informal discussions with the children during lunchtime in the canteen; and
- a walk of the school including its immediate outdoor surroundings.

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners.
Does not impacts positively enough on learning, teaching and outcomes for learners.

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

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.

© CROWN COPYRIGHT 2020

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