

# Education and Training Inspectorate PRIMARY INSPECTION



## St John the Baptist Primary School, Roscor, Belleek, County Fermanagh

Maintained, co-educational DE Ref No: 203-1887

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



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
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CUSTOMER  
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## INTRODUCTION

### 1. Context

St John the Baptist Primary School is situated in the townland of Roscor, four miles outside Belleek. Most of the children attending the school come from the local area. The school is in a cross-border shared education partnership with two other primary schools.

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 none of the teaching staff would be co-operating with the inspection. The leadership cooperated in relation to safeguarding. 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 John the Baptist Primary School                  | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|---------|
| Enrolment   | 46      | 45      | 50      | 45      |
| % School attendance                                 | 94.8    | 92.4    | N/A     | N/A     |
| % NI Primary school average                         | 95.5    | 94.9    | N/A     | N/A     |
| FSME Percentage <sup>1</sup>                        | 26.1    | 26.7    | 26      | 28.8    |
| No. of children on SEN register                     | 19      | 16      | 16      | 16      |
| % of children on SEN register                       | 41.3    | 35.6    | 32      | 35.5    |
| No. of children with statements of educational need | 0       | 0       | *       | *       |

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

\* fewer than 5

N/A not available

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

As a result of the action short of strike, the school did not distribute the confidential, online questionnaire information to year 7 children, parents and staff. Therefore, it is not possible to comment on the views of the children, parents and staff.

### 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.

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

#### 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            |

#### KEY FINDINGS

##### 5. Outcomes for learners

- The year 6 children's interactions with the inspectors and each other were respectful and mature. The children articulated confidently their opinions on various aspects of school life and they made connections between their learning and real-life situations.

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 children spoke at length about the wide range of learning experiences they enjoy, including art, physical education and science, technology, engineering and mathematics (STEM) activities. They reflected knowledgeably on the skills they developed, such as, communication, team work and problem solving, through creating their own environmentally friendly product as part of a business project. The children spoke with pride about the important roles and responsibilities they carry out as members of the school- and eco- councils and as 'buddies'. They were keen to tell the inspectors about the sustainable transport award their school won and what they learned from this experience. The children reported that they have fun sharing their ideas with, and learning from, their friends in the shared education partnership.

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**

- It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget in order to address the current and future needs of the children and the staff.

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 children 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. 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 (a) representative(s) 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 a representative of the governors; and
- a meeting with all of the children from year 6.

## 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       |

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. |

<sup>2</sup> 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. |



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