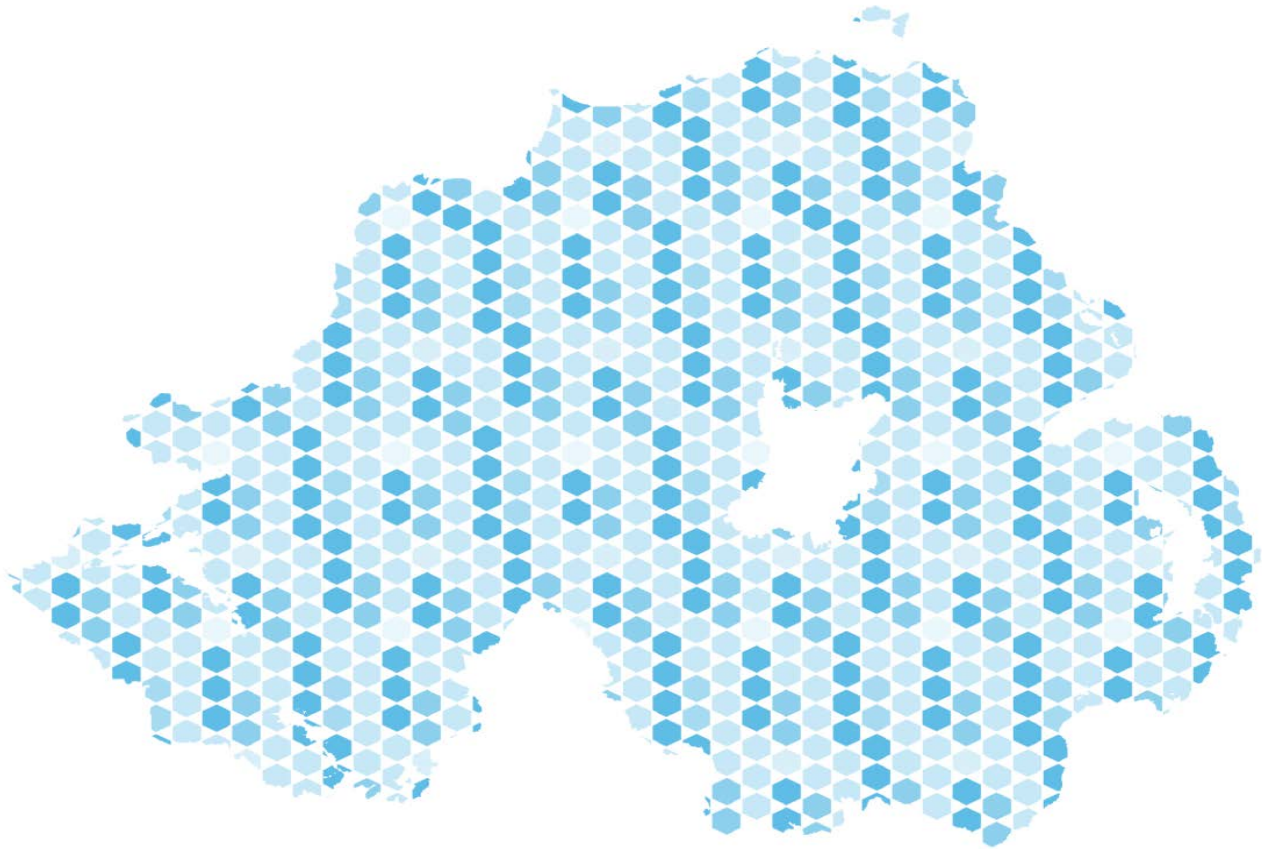


Education and Training Inspectorate

PRIMARY INSPECTION



St Joseph's Primary School, Tyrella, County Down

Maintained, co-educational DE ref no (403-3037)

Report of an Inspection (Involving Action Short of Strike) in
January 2019



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	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	3
9. Overall effectiveness	3

APPENDICES

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

INTRODUCTION

1. Context

St Joseph's Primary School is situated outside the village of Tyrella, County Down. The children attending the school live near the village or in the surrounding rural area. The enrolment has remained steady in recent years and is currently 79 children. Approximately 19% of the children are entitled to free school meals and a similar percentage is identified as having special educational needs. The school has a longstanding shared education partnership with a controlled primary school in Newcastle, County Down.

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 the principal, designated governor and designated teacher would be co-operating with the inspectors in relation to their safe-guarding responsibility. The principal and governors co-operated with the inspection team, providing a range of relevant evidence, in relation to self-evaluation and school development planning. In addition, the inspection team met with groups of children from years six and seven. 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 Joseph's Primary School	2015-16	2016-17	2017-18	2018-19
Enrolment	75	80	78	79
% School attendance	94.7	95.5	94.05	95.6
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage ¹	24	21.3	16.7	18.98
No. of children on SEN register	18	15	20	15
% of children on SEN register	24	18.8	25.6	18.9
No. of children with statements of educational need	*	*	*	*

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 online questionnaire information to children, parents and staff. Therefore, it is not possible to report on the views of children, parents and staff.

3. Focus of the inspection

The ETI was unable to evaluate fully the:

- outcomes for children with a particular focus on literacy;
- quality of provision with a particular focus on literacy including across the curriculum; 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 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 inspectors met with a group of children from year seven who expressed readily their reading preferences, read with confidence and fluency and explained the authors' use of language in a range of novels.

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 inspectors met with a group of year six children who spoke confidently and positively about their learning experiences in the school, including their appreciation of the help and support they receive from the staff and the varied range of sporting and cultural after-school activities made available to them.

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 school development plan is based on comprehensive consultation with the staff, parents and children and informed by the school's use of a range of qualitative and quantitative data. The action plans reflect the school's current priorities in learning and teaching. The school has developed a system to set and track targets for the children's individual progress which utilises appropriate academic and pastoral first-hand evidence.

- The Board of Governors is well-informed about the life and work of the school. They report their confidence in the school leadership and in the on-going work of the school, including the shared education partnership.
- 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 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. In discussions with the inspectors, a group of year six children reported that they feel safe and happy in school and know what to do and who to talk to if they have any concerns about their safety and well-being. The children could explain clearly how to stay safe online and when using other mobile technology. 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 a representative from the governors;
- meetings with groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete an online, confidential 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 three governors, including the designated safeguarding governor;
- meetings with the teaching principal and the designated teacher for safeguarding;
- access to the school development plan and associated documentation;
- access to safeguarding and associated pastoral care documentation; and
- meetings with groups of year 6 and year 7 children.

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 impact 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 2019

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