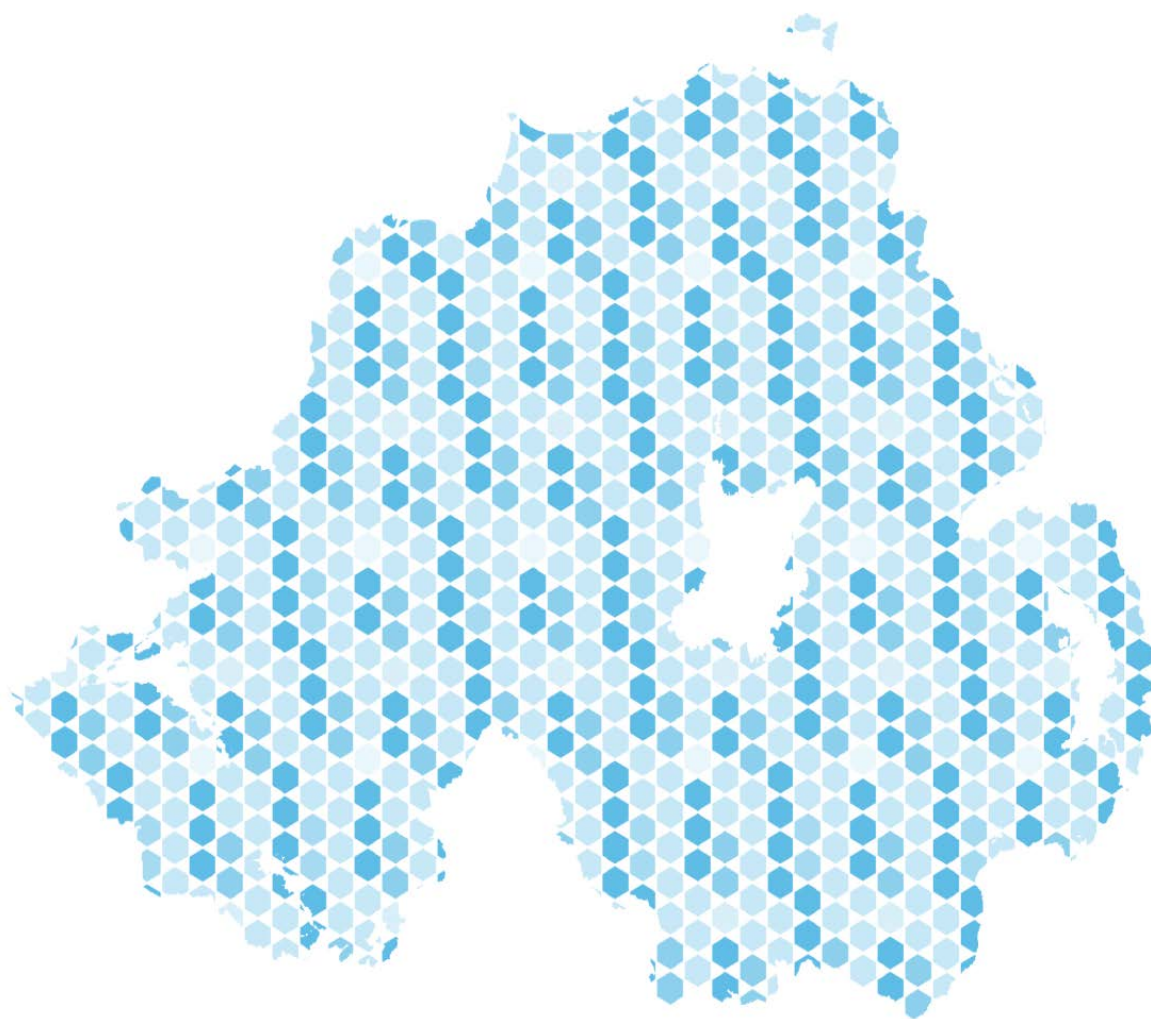


PRIMARY INSPECTION



Education and Training
Inspectorate

St Macartan's Primary School,
Clogher, County Tyrone

Maintained, co-educational

Report of an Inspection (Involving
Action Short of Strike) in
February 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 McCartan's Primary School is a maintained, co-educational primary school situated in the village of Clogher, County Tyrone. All of the children come from the local and surrounding rural area. There are currently 62 children attending the school. At the time of the inspection, approximately 23% of the children were entitled to free school meals. An acting principal was appointed in September 2016.

Four of the teaching unions which make up the Northern Ireland Teachers' Council have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with ETI. Prior to the inspection, the school informed the ETI that none of the staff 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 limited evaluations are based on the evidence available at the time of the inspection.

2. Views of parents and staff

As a result of the action short of strike, the school did not distribute the 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 literacy (including how the school is addressing low attainment and underachievement where applicable);
- quality of provision; 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 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 impact and effectiveness of:

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

During the inspection, the school did not provide evidence that satisfactory arrangements are in place for safeguarding learners.

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. The school is a high priority for future inspection with no further notice.

The ETI will return to the school within six weeks to evaluate and report on the arrangements for safeguarding.

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](#)

In order to conduct a primary inspection, 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.

These arrangements include:

- 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.

Owing to the action short of strike, this evidence base was not available, as has been referenced in the body of the inspection report.

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 management¹:

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.

¹ And the overall provision in a subject area or unit, as applicable.

ADDENDUM TO THE REPORT ON THE INSPECTION OF ST MACARTAN'S PRIMARY SCHOOL, CLOGHER, IN MARCH 2017

The school was afforded a further opportunity to provide evidence on its arrangements for safeguarding; owing to action short of strike, the school had not provided evidence that satisfactory arrangements were in place at the time of the Inspection on 21 February 2017.

On 30 March 2017 the school informed ETI that it would not be co-operating with a six-week follow-up visit to monitor and report on arrangements for safeguarding.

Owing to ongoing action short of strike, the school did not provide evidence that satisfactory safeguarding arrangements are in place for safeguarding learners.

Further action will be considered by the Department of Education.

ADDENDUM TO THE REPORT ON THE INSPECTION OF ST MACARTAN'S PRIMARY SCHOOL, CLOGHER, COUNTY TYRONE, FEBRUARY 2017

SAFEGUARDING

The ETI returned to the school on 15 September 2017 to monitor and report on arrangements for safeguarding.

The purpose of the visit was to provide the school with a further opportunity to provide evidence on its arrangements for safeguarding; owing to action short of strike, the school did not provide evidence that satisfactory arrangements were in place at the time of the inspection in February 2017.

During the follow-up visit, the school provided evidence that the arrangements for safeguarding reflect broadly the guidance issued by the Department of Education.

The children reported that they feel safe in school. They know what to do and who to talk to if they are concerned about their safety or well-being.

Owing to the ongoing action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

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