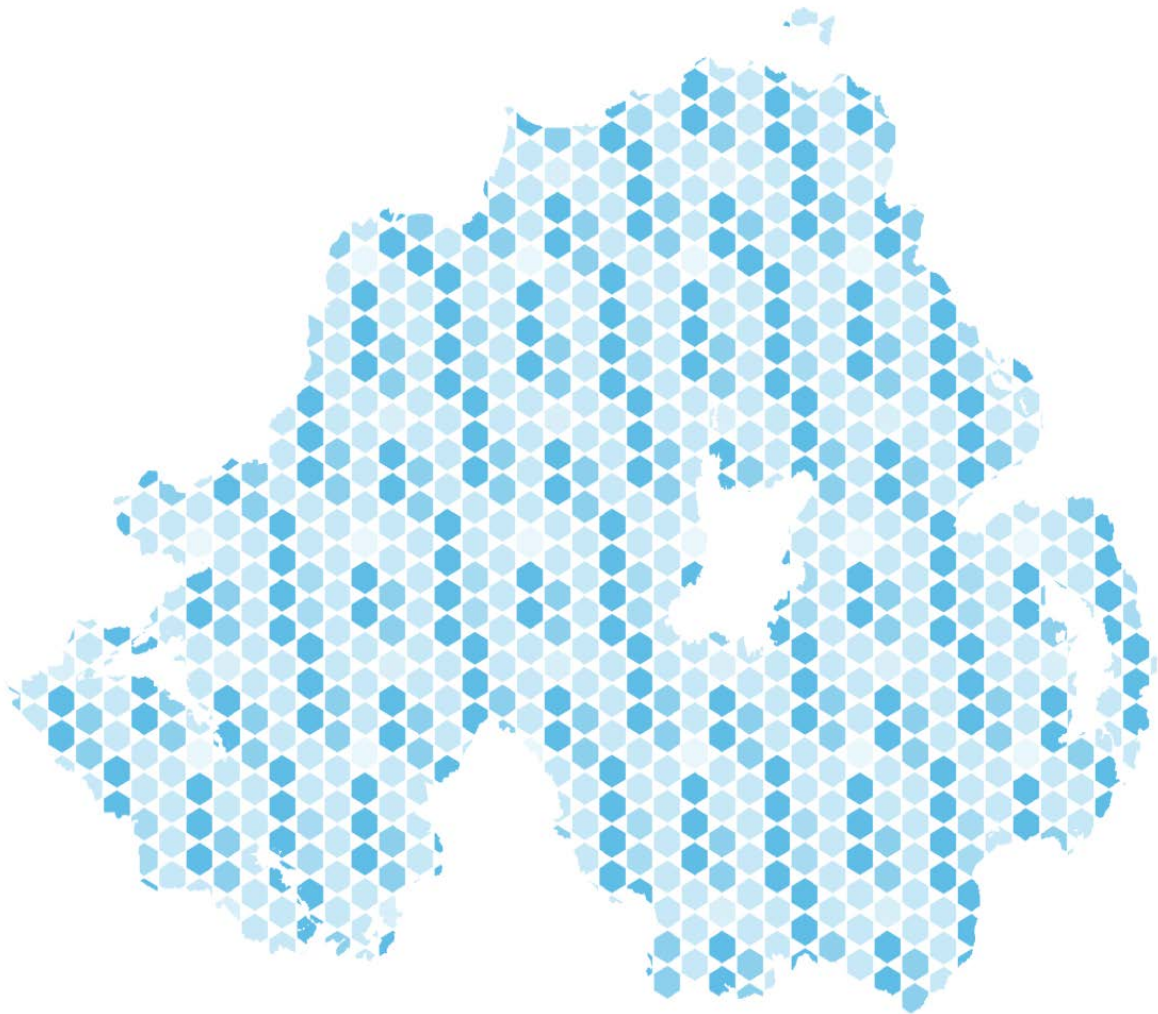


PRIMARY INSPECTION



Education and Training
Inspectorate

St Malachy's Primary School and
Nursery Unit, Camlough,
County Armagh

Maintained, co-educational

Report of an Inspection (Involving Action
Short of Strike) in May 2018



The Education and Training Inspectorate
Promoting Improvement

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CONTENTS

Section	Page
1. Context	1
2. Views of parents and staff	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	3
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 Malachy's Primary School and Nursery Unit is a maintained, co-educational school situated in the village of Camlough, approximately three miles outside Newry. All of the children in the school and nursery unit come from the village and surrounding area, and the school is consistently oversubscribed. The school is actively engaged in a shared education programme with a local controlled primary school, has very good links with the local post-primary school; and is pursuing its third Eco-school Green Flag. Over the past three years, the school has been very successful in STEM¹ competitions, and last year, were the overall Northern Ireland winners of the best project section in the Sentinus Junior Innovators' competition.

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, with the exception of the principal and the designated teacher for child protection, none of the teachers 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 evaluations are based on the evidence as made available at the time of the inspection.

St Malachy's Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment (including the Nursery Unit)	309	313	319	322
% School attendance	96.7	96.9	97.0	N/A
% NI Primary School Average for attendance	95.4	95.5	95.5	N/A
FSME ² Percentage	28.8	30.7	29.5	33
No. of children on SEN register	52	68	59	57
% of children on SEN register	16.8	21.7	18.5	21
No. of children with statements of educational needs	10	16	15	16
No. of newcomers	*	*	5	5

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

As a result of the action short of strike, the school did not distribute the confidential, online questionnaire information to parents. Therefore, it is not possible to report on their views. A small number of staff responded to the confidential, online questionnaire. The majority of these responses were positive and were shared with the principal and the chair of the governors.

¹ The term 'STEM' refers to Science, Technology, Engineering and Mathematics.

² 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 the:

- outcomes for children with a particular focus on numeracy and literacy including across the curriculum;
- quality of provision with a particular focus on numeracy and literacy including across the curriculum and the nursery unit; 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
Nursery Unit	No performance level available

KEY FINDINGS

5. Outcomes for learners

- The year 7 children who met with the inspectors have a very positive attitude to literacy and a very good awareness of authors. The children read with fluency, using a range of appropriate strategies to decode and explain unfamiliar words and are confident in sharing their views and preferences about the books they are reading in school and at home including using the non-traditional media, such as, electronic readers.
- In mathematics, the children use mental mathematics strategies accurately and explain well their thinking and reasoning. They have good opportunities through STEM³ projects and competitions to apply their mathematical knowledge, skills and understanding to explore different ways of solving problems by collecting, formulating and interpreting numerical data.
- The children participate in a range of leadership roles through, for example, active membership of the School Council and Eco-club, and as school prefects or ambassadors for anti-bullying and STEM. These roles develop well their confidence, self-esteem and leadership skills.

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.

³ The term 'STEM' refers to Science, Technology, Engineering and Mathematics.

6. Quality of provision

- The children benefit from a range of additional and extra-curricular learning opportunities, all of which enrich their learning and develop their wider skills and interests.

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's approach to improvement planning is collegial and inclusive. The school development plan is informed by high levels of consultation with children, parents, staff and governors. The main priorities for the further development of literacy, numeracy, and information and communication technology are based on a thorough analysis of the school's qualitative and quantitative data and the comprehensive processes for monitoring and evaluating the school's provision and the children's outcomes.
- The governors bring a range of skills and expertise to their roles. They are well informed about the life and work of the school and exercise their challenge function where appropriate, to support and promote improvement work and to manage the school's resources efficiently and effectively.

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 year 6 children reported that they feel safe and very happy in school. They know what to do and who to talk to if they are concerned about their safety or well-being. However, owing to action sort 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 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 a representative from the governors;
- a meeting with the principal and designated teacher for Child Protection;
- the opportunity for the staff to complete a confidential, online questionnaire;
- meetings with groups of children; and
- an opportunity to read documentation presented as supporting evidence of the safeguarding arrangements.

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 management⁴:

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 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.

⁴ And the overall provision in a unit, as applicable.

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