

# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Oliver Plunkett Primary School  
and Nursery Unit, Omagh,  
County Tyrone

Maintained, co-educational

Report of an Inspection (Involving Action  
Short of Strike) in October 2017



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



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## INTRODUCTION

### 1. Context

St Oliver Plunkett Primary School and nursery unit is situated in the village of Beragh, and draws almost all of its children from the parish and surrounding area. The school participates in the Shared Education Signature Project with a local, controlled primary school. The children spoke positively about the shared learning experiences with their peers in the partner school.

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 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 Oliver Plunkett Primary School and Nursery Unit  | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|---------|---------|---------|---------|
| Enrolment   | 103     | 109     | 104     | 113     |
| % School attendance                                 | 96.9    | 96.2    | 96.4    | N/A     |
| % NI Primary school average                         | 95.4    | 95.5    | N/A     | N/A     |
| FSME Percentage <sup>1</sup>                        | 31.6    | 27.7    | 29.6    | 21.8    |
| No. of children on SEN register                     | 13      | 20      | 19      | 21      |
| % of children on SEN register                       | 16.9    | 24.1    | 23.5    | 24.1    |
| No. of children with statements of educational need | 5       | 7       | 6       | 6       |
| No. of newcomer children                            | 9       | 8       | 8       | 7       |

**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 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 numeracy, including across the curriculum;
- quality of provision with a particular focus on numeracy, including the nursery unit; 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.

Where it has been possible to evaluate aspects of the foci, they are reported below.

#### **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            |
| <b>Nursery Unit</b>              | 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**

- During the inspection, the ETI met with representatives of the board of governors. It was reported that the governors use effectively their collective experience and expertise to promote the children's well-being and take an active role in school improvement. An important feature of this work is the engagement with and involvement of parents and the local community, in order to improve further the children's learning experiences and the outcomes attained.

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 (DE). In discussion with a group of year 6 children, they reported that they are happy in school and know what to do if they have any concerns about their well-being. 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. The school continues to develop further its policy for relationships and sexuality education, in line with the relevant DE Circular and guidance.

## **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.

**Health and safety/Accommodation**

1. The perimeter fence around the nursery unit is too low.
2. The school roof leaks in a number of places.

**Inspection methodology and evidence base**

The arrangements for this inspection included:

- a meeting with the principal and designated teacher;
- a meeting with the chair of governors and a member of the board of governors;
- a meeting with a group of year 6 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 management<sup>2</sup>:

|                                   |
|-----------------------------------|
| 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. |

<sup>2</sup> And the overall provision in a unit, as applicable.



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