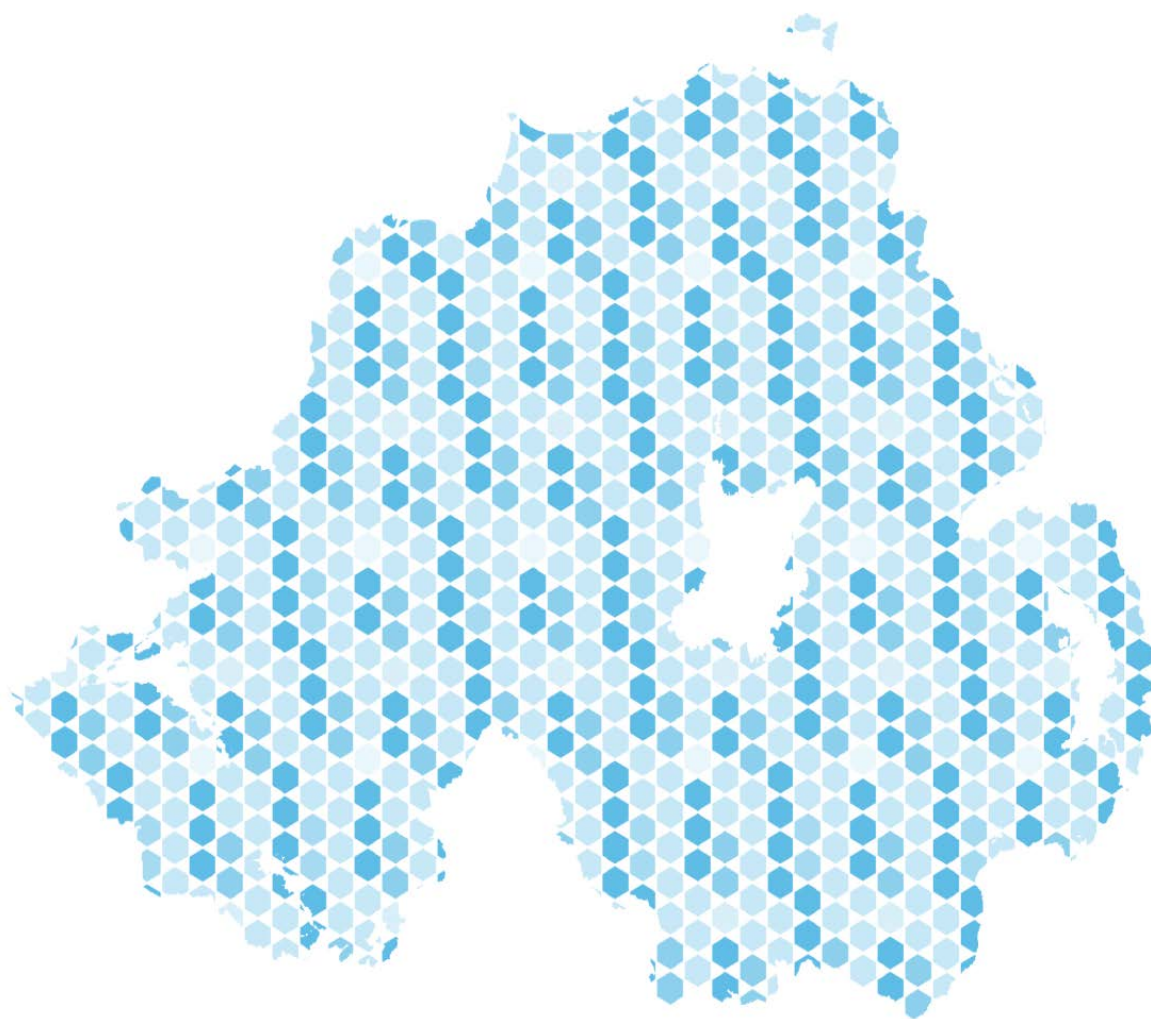


PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's Primary School,
Armagh

Maintained, co-educational

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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	2
7. Leadership and management	3
8. Safeguarding	3
9. Overall effectiveness	4

APPENDICES

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

INTRODUCTION

1. Context

St Patrick's Primary School is a maintained, co-educational primary school situated in Armagh Cathedral Parish. Almost all of pupils come from the city and the surrounding rural area. School enrolment has increased by more than 11% over the past four years and 506 children are currently enrolled, including a significant proportion of newcomer children. There have been important changes in staffing and in senior leadership; six permanent teachers were appointed recently and the principal took up post in November 2016.

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 regarding classroom visits; and that the senior leaders and co-ordinators would be co-operating partially 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 Patrick's Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment	455	482	509	506
% School attendance	95.6	95	94.8	N/A
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage ¹	29	30	32	29
No. of children on SEN register	66	76	96	72
% of children on SEN register	13	14	19	14
No. of children with statements of educational need	5	7	6	8
No. of newcomer children	56	63	62	71

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

Seven percent of parents and 39% of the staff responded to the confidential questionnaires. Most of the responses to the parental questionnaire were positive. In their written comments, the parents highlighted the care and support provided by the staff, the wide range of after-school activities and the work of the principal. The responses to the staff questionnaire endorsed the co-operation within the staff team, and the close links between the school and the local community. The ETI has communicated to the principal and the chair of the board of governors the main findings, and a summary of the written comments, from the questionnaires.

¹ 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 fully the:

- outcomes for children, with a particular focus on numeracy and literacy;
- quality of provision, with a particular focus on numeracy and literacy including across the curriculum; and
- quality of leadership and management.

4. Overall findings of the inspection

Overall effectiveness	Unable to assure of 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 small number of children who met with the inspectors read fluently and discussed confidently their preferences in reading. They have a good knowledge of all areas of numeracy, apply mathematical processes accurately and use appropriate language to explain their thinking.
- The year 6 and 7 children are welcoming and friendly; most of them engaged maturely in discussions with the inspectors. They spoke positively about their experiences in school, notably about their participation in the School Council and Eco-council, and their contribution to school improvement.

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

- An appropriate range of performance data is used to monitor the children's progress and identify their learning needs. The children are provided with a range of intervention strategies and initiatives to support their progress.
- There are attractive displays of children's work throughout the school.

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 and teaching in promoting successful learning; and
- care and welfare.

7. Leadership and management

- The senior leadership team has been recently re-structured and extended to include representation from all key stages. The senior leaders articulate a clear vision for the school. The current cycle of monitoring, evaluation and review enables the co-ordinators to identify appropriate areas for development within their respective areas of responsibility.
- The school development plan is informed by ongoing consultation with all stakeholders. The evaluations are based on robust evidence and help identify future actions for school improvement. The quality of action planning is variable; in a majority of action plans, the processes for monitoring the impact on the children's learning are not sufficiently rigorous to enable the staff to measure accurately the progress.
- Based on the evidence available at the time of inspection, the ETI evaluation is that there can be confidence in the aspects of governance evaluated. The board of governors has been recently re-constituted. The governors provide a wide range of expertise and are highly supportive of the school. They are developing further their role in school improvement through, for example, acting as link governors with the co-ordinators.

The ETI was unable to evaluate fully:

- the effectiveness of strategic leadership;
- 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 discussion with the inspectors, a group of children from year 6 reported that they feel safe and secure in school; they know what to do if they have any concerns about their wellbeing.

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.

Health and safety

1. At the time of the inspection, major construction work was being undertaken. While appropriate risk assessments have been carried out and actions are in place to ensure the children's safety, it will be important to keep these under review for the duration of this work.
2. Since the previous inspection, the concerns regarding vehicular traffic, parking and access to the site have remained unresolved.

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 representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a 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 the principal and the chair of the board of governors;
- meetings with groups of children;
- meetings with the key co-ordinators and the designated governor for child protection;
- scrutiny of documentation; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

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

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.

² And the overall provision in a unit, as applicable.

© CROWN COPYRIGHT 2017

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