

# Education and Training Inspectorate

## PRIMARY INSPECTION



St Patrick's Primary School, Craigavon, County Armagh

Maintained, co-educational DE Ref No (503-3324)

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



The Education and Training Inspectorate  
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## INTRODUCTION

### 1. Context

St Patrick's Primary School is a maintained, co-educational school situated in Aghagallon; almost all of the children come from the surrounding area. Currently, there are four classes in the school and three of these are composite classes. Since the last inspection, two new teachers have been appointed. The school holds a Green Flag award as an Eco-school and, in 2016, achieved the 'Best Kept School Award.' The school participates in a shared education partnership with a local controlled primary school and fosters effective links with a number of local primary schools as part of the South Lough Neagh Regeneration Association.

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 inspection team. The principal and the deputy designated teacher co-operated with the inspection in relation to their leadership and safeguarding responsibilities. 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	2015-16	2016-17	2017-18	2018-19
Enrolment	87	102	95	92
% School attendance	96.6	96.2	95.4	N/A
% NI Primary School average	95.5	95.5	94.9	N/A
FSME <sup>1</sup> Percentage	27.6	22.5	20.0	19.5
No. of children on SEN register	20	23	23	12
% of children on SEN register	23.0	22.5	24.2	9.2
No. of children with statements of educational need	*	6	5	5

**Source:** data as held by the school.

\* fewer than 5

N/A not available

### 2. Children's, parents' and staff questionnaire responses

A small number of parents and almost one-half of the staff responded to the online, confidential questionnaires. The responses to the parental questionnaire were highly positive; all respondents agreed that their children enjoy learning in the school and benefit from activities outside the classroom, and that the staff support the care, dignity and well-being of their child. The responses to the staff questionnaire were wholly positive about the life and work of the school and emphasised, in particular, the inclusive, welcoming and pastoral ethos in the school. The responses to the year 7 online, confidential, children's questionnaire indicated their appreciation of the staff's support and guidance with their work and in learning how to keep healthy, happy and safe. The ETI has communicated to the principal and the chair of the board of governors the main findings, and any individual issues arising, from the questionnaires.

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<sup>1</sup> 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:

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

### 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

## KEY FINDINGS

### 5. Outcomes for learners

- The inspectors met with groups of children from years six and seven. They read from a range of books with fluency, expression and understanding of characters and plot. The children spoke enthusiastically and maturely about their favourite authors and a wide range of genres, including literature related to recent classroom topics. They used accurately mental mathematics strategies and enjoyed sharing and explaining their mathematical thinking.

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

- In discussion with the inspectors, a group of children from year six and seven talked very positively about their learning experiences in school. They expressed their enjoyment of the range of extra-curricular activities and their opportunities to develop their sense of social responsibility and leadership skills through, for example, their involvement in charity work and the School- and Eco-councils.

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 informed appropriately by wide consultation with the children, parents, staff and governors and through the use of the school's qualitative and quantitative data to monitor and evaluate aspects of the children's learning. The action plans reflect the school's current priorities in learning and teaching.
- The governors bring a variety of relevant and complementary skills to their work and are well-informed about the life and work of the school. They have identified appropriately the need to develop further links with co-ordinators to strengthen their role in the school improvement process.
- 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, the children reported that they feel safe 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.

## **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 the chair of the board of governors;
- a review of the school development plan and associated documentation;
- a meeting with the principal regarding leadership;
- a meeting with the principal and the deputy designated teacher regarding child protection and safeguarding;
- a review of the school's child protection and safeguarding documentation; and
- meetings with groups of year 6 and 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 management<sup>2</sup>:

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.

<sup>2</sup> 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.



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