

# Education and Training Inspectorate PRIMARY INSPECTION



## St Patrick's Primary School, Donaghmore, County Tyrone

Maintained, co-educational DE Ref No: 503-2678

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



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



# CONTENTS

<b>SECTION</b>		<b>PAGE</b>
1.	Context	1
2.	Children's, parents' and staff questionnaire responses	1
3.	Focus of the inspection	1
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	3

## APPENDICES

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

## INTRODUCTION

### 1. Context

St Patrick's Primary School is situated in the village of Donaghmore, three miles north-west of Dungannon. The children who attend the school live in the village and the wider surrounding area. The school holds the Eco-school Green Flag Award and is involved in a shared education partnership with the neighbouring controlled primary school.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute, and also workload and other management issues. The industrial action includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that the teachers would not be co-operating with the inspection. The senior leadership and a small number of governors co-operated with the inspection in relation to safeguarding and aspects of leadership responsibilities. The ETI has a statutory duty to monitor, inspect and report on the standards of education and professional practice among teachers 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	2016-17	2017-18	2018-19	2019-20
Enrolment	208	214	214	219
% School attendance	96	95.4	N/A	N/A
% NI Primary school average	95.5	94.9	N/A	N/A
FSME Percentage <sup>1</sup>	24.5	18.7	17.3	18.7
No. of children on SEN register	27	26	29	21
% of children on SEN register	13	12.1	13.6	9.6
No. of children with statements of educational need	5	*	*	5
No. of newcomer children	20	21	18	16

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

N/A not available

\* fewer than 5

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

As a result of the action short of strike, the school did not distribute the confidential, online questionnaire information to year 7 children, parents and staff. Therefore, it is not possible to report on their views.

### 3. Focus of the inspection

The ETI was unable to evaluate fully:

- 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.

---

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

#### 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

- A group of friendly and confident children from across all of key stage 2 conversed with the inspectors. The children reflected maturely on their learning and offered their opinions on school life in a considered manner. They have well developed inter-personal skills and possess very positive dispositions to learning, including sporting, cultural and extra-curricular opportunities. The children listen attentively, respond appropriately and justify their opinions with wide-ranging examples and thorough reasoning.
- The children are well informed about news and current affairs and made clear links between real-life events and their learning. They take on, and benefit from, active leadership roles in school and society through, for example, playing their part in protecting the environment, supporting those in need, assisting school staff as mentors and 'buddies' to the younger children and as members of the school- and eco-councils.
- Based on the school's internal quantitative data, most of the children, including those who require additional support with aspects of their learning, make expected or better progress in English and mathematics.
- The group of year 7 children displayed very positive attitudes to literacy and numeracy. They enjoy reading for pleasure and they read with fluency, good intonation and can identify key literary techniques accurately. The children enjoy their mathematical learning and have good understanding of key processes. They are flexible in their thinking and use and explain appropriate mathematical strategies in their calculations.

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

- All of the children who met with the inspectors spoke with enthusiasm and loyalty about their school. They highlighted the wide range of learning experiences they enjoy, including learning new languages, working with children from other primary and post-primary schools and their educational visits and trips. The children report that the staff make the learning fun and gave examples of how feedback from the staff has helped them to improve their work.

- The children are encouraged to express and share their work across the curriculum, which is set in real-life contexts and celebrated through high quality and attractive displays throughout the school.

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**

- There is a clear, child-centred strategic vision in the school to provide a broad range of experiences that promote enjoyment in learning and deliver high quality outcomes. The leadership is committed to meeting well the children's pastoral and academic needs.
- The governors have a good range of complementary skills and are well-informed about the life and work of the school. They highlighted the child-centred ethos and the support for the school within the local community. The governors report that regular updates on the improvement work of the school and meaningful consultation enable them to offer effective challenge and support to the leadership, as appropriate.

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 children, who met with the inspectors, conveyed a good understanding of how to stay safe; they reported that they feel safe in school and online. They know what to do if they have any concerns about their safety or welfare. 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 representatives of 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 the principal;
- a meeting with the designated teacher;
- meetings with three groups of children from key stage 2;
- a meeting with representatives from the governors;
- a review of the school's internal assessment data and outcomes;
- a review of the school's safeguarding documentation; and
- a walk of the school, including playground areas.

## 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 impacts 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.

© CROWN COPYRIGHT 2020

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](http://www.etini.gov.uk)