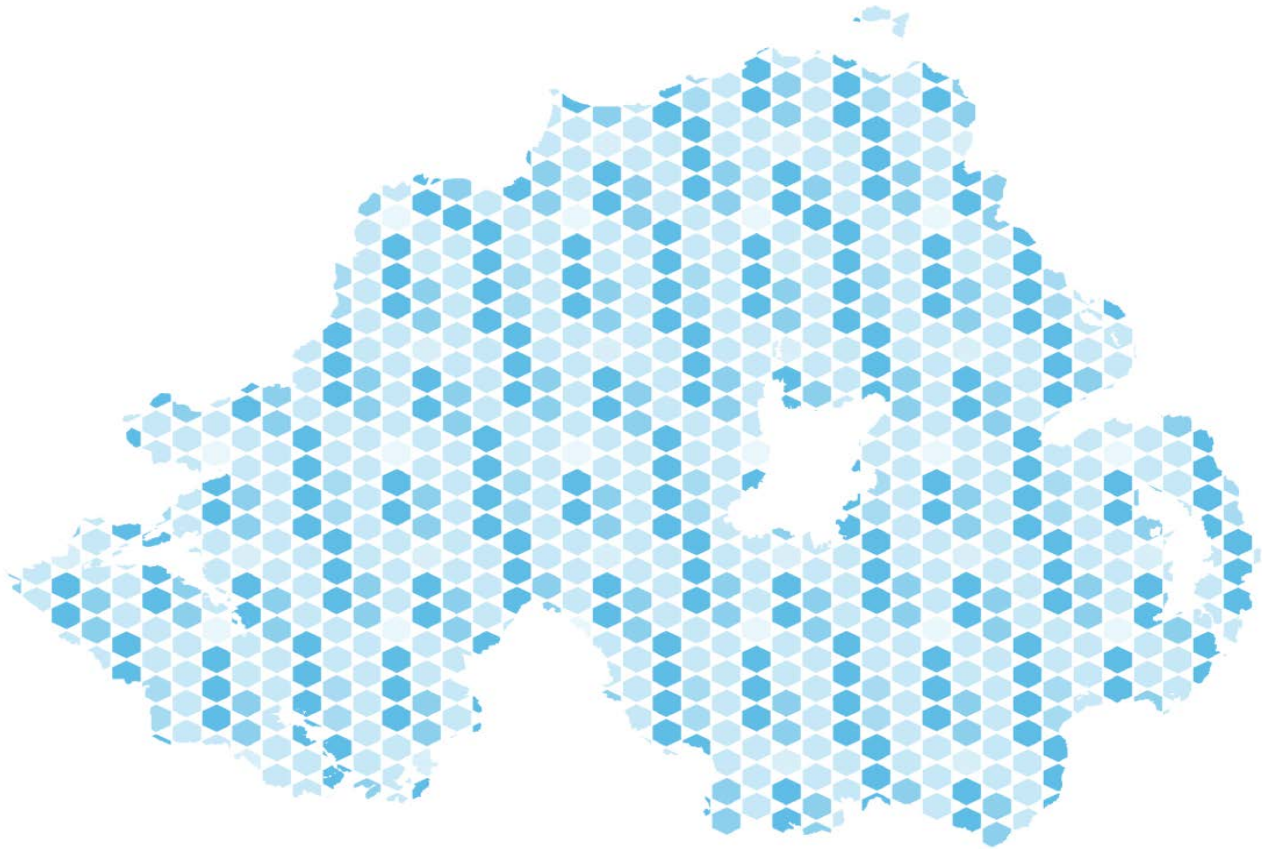


# Education and Training Inspectorate

## PRIMARY INSPECTION



### St Patrick's Primary School, Legamaddy, Downpatrick, County Down

Maintained, co-educational DE ref no (403-6455)

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



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
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CUSTOMER  
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# CONTENTS

<b>SECTION</b>	<b>PAGE</b>
1. Context	1
2. Children's, parents' and staff questionnaire responses	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	4
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 Patrick's Primary School is a maintained primary school situated in the rural area of Legamaddy, three miles from Downpatrick. All of the children attending the school come from the local area. The enrolment remains steady and the school operates below full capacity. The percentage of children entitled to free school meals has increased in the past four years while the proportion requiring additional help with aspects of their learning has decreased slightly. The number of teachers in the school has decreased to six resulting in two composite classes. The school has a newly completed extension of four classrooms for key stage 2. The principal has been in post for two years.

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 chair of the board of governors and the principal co-operated with the inspection team in relation to their leadership duties, and the designated teacher co-operated in relation to her 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	154	151	152	153
% School attendance	94	94.6	N/A	96.2
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage <sup>1</sup>	27.9	29.1	26.3	46.6
No. of children on SEN register	38	42	41	34
% of children on SEN register	24.7	27.8	27	22.2
No. of children with statements of educational need	5	7	11	12

**Source:** data as held by the school.  
N/A not available

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

A small number of parents, and staff responded to the online, confidential questionnaire. The majority of the parental responses were positive, and the written comments emphasised the: caring and happy school ethos; range of enjoyable class and after-school activities; and, level of attention for their children from the teachers, encouraging well the children's confidence. A small number of the comments indicated that parents would like communication from the school to improve, and would prefer the behaviour of a few children was managed more effectively within the school. All of the responses to the staff questionnaire were highly positive.

The ETI has communicated to the principal and the chair of the board of governors the main findings 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.

As a result of the action short of strike, the school did not distribute the online, confidential questionnaire information to the children. Therefore, it is not possible to report on the views of the children through the questionnaires.

### 3. Focus of the inspection

The ETI was unable to evaluate fully:

- 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

- In discussions with a small number of year 7 children, they were able to speak knowledgeably about different types of books, their preferred authors and reading material. All of the children read fluently and expressively, using a wide range of reading strategies. Access to the local library and enhanced, regular opportunities to engage in reading in class have helped stimulate interest and enjoyment in reading.
- The year 7 children also expressed their enjoyment of mathematics and were able to talk knowledgeably about how mathematics relate to their everyday life, giving examples of estimating time and capacity. The children use capably a wide variety of mathematical strategies to solve a range of problems, demonstrating very good flexible 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**

- The inspectors met with a group of year 6 children. The children are welcoming and respectful to one another and to visitors to the school. They spoke very enthusiastically about their enjoyment of school and the range of extracurricular activities available to them. The children also spoke of the many opportunities they have to develop their leadership skills through, for example, participation in the School Council, the Eco-council, as 'digital leaders' and members of the Safe team, carrying out daily checks in the school and playground, for example to ensure that doors and gates are closed and secured where required.
- In the foundation stage in particular, the teachers' assessment and evaluation of the children's individual learning throughout the curriculum, including the areas where they are experiencing difficulties, are very thoroughly investigated, with highly insightful early interventions and short-term targets, where required. The school's data indicates that the children improve their reading skills through regular individual intervention sessions, where required.

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 whole-school planning focuses appropriately on the children's learning and holistic development. The school development plan is well-constructed; however, some aspects of the plan need to be more evaluative. The action plans reflect a clear strategic direction for the school with well-defined priorities to bring about positive impact on the children's learning.
- The school has begun to use an on-line application to develop further links with parents and share the children's learning more effectively. In addition, the regular parental and curriculum meetings for parents enhance opportunities to understand the learning strategies used by the school, enabling parents to support more effectively the progress of their children.
- The chair spoke of the detailed knowledge the governors have of the school's place within the community. They are actively involved in the life and work of the school and have a key focus on the provision for special educational needs and outcomes for the children. The governors have recently introduced link governors with area of learning co-ordinators and collaborate effectively with the principal and 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. The children who met with the inspectors reported that they feel safe in school and are aware of what to do if they have any concerns about their safety. 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;
- a meeting with a group 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 principal to discuss the school development plan and associated action plans;
- a meeting with the principal and the designated teacher regarding safeguarding and child protection procedures;
- a meeting with a representative of the board of governors;
- the review of documentation pertaining to safeguarding;
- meetings with year 7 children regarding literacy and numeracy; and
- a discussion with year 6 children regarding safeguarding and child protection matters.

## 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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