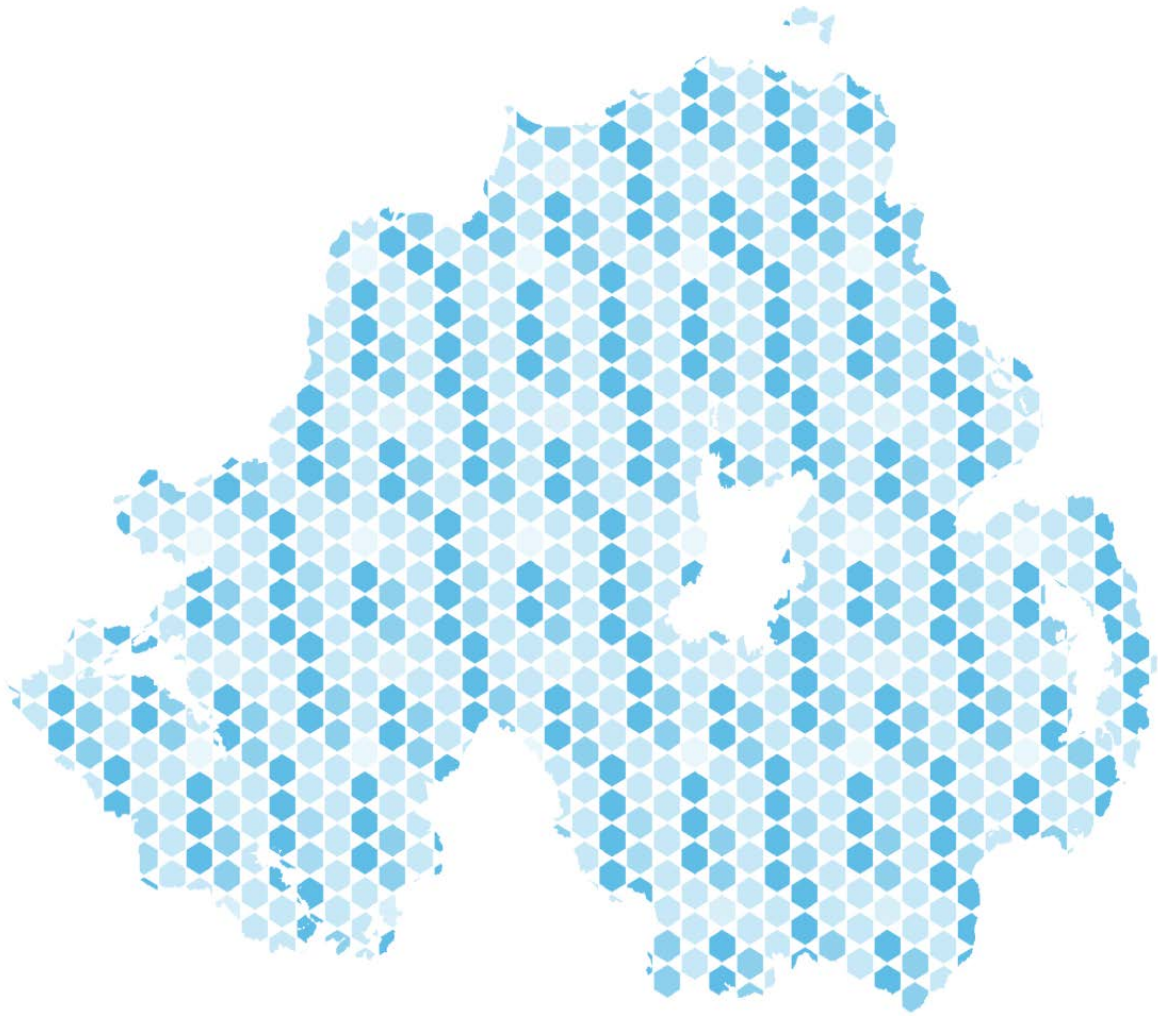


# PRIMARY INSPECTION



Education and Training  
Inspectorate

St Paul's Primary School,  
Cabra, Newry, County Down

Maintained co-educational

Report of an Inspection (Involving  
Action Short of Strike) in  
June 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 Paul's Primary School is situated in Cabra in close proximity to Hilltown and twelve miles for the main town of Newry. Nearly all of the children attending the school come from the local and surrounding rural area. Over the last four years, the enrolment has remained steady at around eighty children and the school is over subscribed in applications for places. Over the same period, the percentage of children entitled to free school meals and the proportion requiring additional help with aspects of their learning has increased. The principal was appointed in September, 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 almost all of the teachers would not 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 Paul's Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	79	82	84	84
% School attendance	96.6	95.3	96.4	92.2
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage <sup>1</sup>	18.7	21.3	17.1	26
No. of children on SEN register	11	9	16	17
% of children on SEN register	14.7	11.3	19.5	20
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	0	0	0	*

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

\* fewer than 5

N/A not available

### 2. Views of parents and staff

Forty-three percent of parents responded to the confidential questionnaire and there were fourteen written comments. All the parental responses indicated strongly that the school is well-thought of in the community and the staff support the care, dignity and well-being of the children. The written comments were highly affirmative of the leadership by the newly appointed principal and a majority reported that their children are happy, enjoy after-schools clubs and are making progress in learning. All the parents report that they know how to report concerns or complaints and they are informed by the school about how to report a safeguarding or child protection matter. A minority of the parents indicated that they would benefit from more information about their children's progress and guidance on how to help their children learn. The small number of the teaching staff responses was wholly positive. Two-thirds of the support staff responded and indicated high levels of satisfaction with the quality of the leadership and management, staff training and the contribution of the children to decision-making in the school. The ETI has reported to the principal and a representative of the board of governors the responses to the questionnaires and the discussions with the children.

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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 including across the curriculum and how the school is addressing low attainment and underachievement where applicable;
- quality of provision with a particular focus on numeracy including across the curriculum; and
- quality of leadership and management.

Where it has been possible to evaluate aspects of the foci, they have been 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

### KEY FINDINGS

#### 5. Outcomes for learners

- The small number of children who met with the inspectors display a positive attitude to and enjoy mathematics. By year 7, the more able children are secure in the use of strategies to solve a range of mathematical challenges and they show understanding of key concepts across the areas of mathematics. The children are less confident in the use of mathematical language and the application of mathematics across other areas of the curriculum and in real life situations.
- In discussion with the year 6 and 7 children, the children spoke positively about their experiences in school. The children are friendly and welcoming; they engage confidently with visitors to the school. They are eager to ask and answer questions and are respectful towards their peers and visitors to the school.

The ETI was unable to evaluate fully:

- standards attained by the children;
- progression in the children's learning; and
- the children's wider skills and disposition.

## **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**

- An effective interim school development plan identifies appropriate areas for improvement. These areas include the need to develop further the whole-school, self-evaluation processes required to inform the new school development planning process.
- The school engages in meaningful, on-going consultation with the governors, staff, parents and children. There is a timely and ongoing promotion of teamwork and staff training to promote further review and staff reflection in order to identify more clearly the key curricular areas for improvement.
- During the inspection, the ETI met with a representative of the board of governors. It was reported that the governors are well-informed about the life and work of the school and contribute effectively to the management of the school by carrying out appropriately their challenge and support roles. The governors have identified the need to develop further their role in monitoring and evaluating the quality of the children's learning experiences and the outcomes attained.
- 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.
- Effective links have been developed with local pre-schools, primary and post-primary schools, local businesses, sporting clubs and the local parish to enhance the breadth of the children's learning experiences.
- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. It is appropriate that the school is updating its risk assessment policy and procedures. The staff need to review and develop further the intimate care policy and the board of governors need to ratify the relationships and sexuality education policy.
- The year 6 children reported that they feel safe in school. They know what to do and who to talk to if they are concerned about their safety or well-being. However, owing to action sort of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

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. Overall effectiveness**

Owing to the impact of the action short of strike being taken by almost all of the teachers, 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 privacy of the secretary's office is not secured and a hatch for visitors to conduct business at a distance from the desk is required.
2. The fencing around the septic tank is too low and is a potential hazard. The gate at the entrance to the area must be secured to prevent access.
3. There is no telephone or other form of communication between the mobile classrooms and the main school.
4. The fire alarm is not fit for purpose and needs to be accessible in the mobile classrooms.

### **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](#)

In order to conduct a primary inspection, 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.

These arrangements include:

- meetings with the principal and teachers with specific responsibilities on the pre-inspection visit;
- 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.



## 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.
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.

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

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