

Education and Training Inspectorate PRIMARY INSPECTION



St Peter's Primary School and Nursery Unit, Cloughreagh, County Down

Maintained, co-educational DE Ref No: 503-1176

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



The Education and Training Inspectorate
Promoting Improvement

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INTRODUCTION

1. Context

St Peter's Primary School and Nursery Unit is situated in the townland of Cloughreagh, four miles outside Newry. Most of the children attending the school come from the local area. The principal took up post in September 2018.

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 none of the teaching staff would be co-operating with the inspection. The leadership and the governors co-operated with the inspection regarding their leadership responsibilities and safeguarding. 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 Peter's Primary School and Nursery Unit	2016-17	2017-18	2018-19	2019-20
Enrolment	350	350	352	353
% School attendance	96.1	96.3	95.4	N/A
% NI Primary school average	95.5	94.9	N/A	N/A
FSME Percentage ¹	34	32	36	33.1
No. of children on SEN register	67	73	82	71
% of children on SEN register	19	20.8	23.3	20
No. of children with statements of educational need	13	16	17	17
No. of newcomer children	17	25	28	25

Source: data as held by the school.

* fewer than 5

N/A not available

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 comment on the views of the children, parents and staff.

3. Focus of the inspection

The ETI was unable to evaluate:

- 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 in the nursery unit and learning support centre; and
- quality of leadership and management.

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

4. Overall findings of the inspection

Overall effectiveness	Unable to assure 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
Nursery Unit	No performance level available

KEY FINDINGS

5. Outcomes for learners

- All of the children who met with the inspectors engaged enthusiastically, respectfully and confidently in discussions about various aspects of their learning and school life.
- A group of year 7 children discussed their favourite authors and explained their preferences for different genres. They articulated maturely how audience and purpose influence how they read aloud, and they gave examples of how their reading activities support them in their writing. Another group of year 7 children shared examples of how they apply their learning in numeracy and mathematics in real-life contexts, including in the world of work. They used mathematical language competently and discussed a range of strategies they use to solve problems.
- The children explained the important roles and responsibilities they carry out, for example, as 'reading buddies' and members of the library team and school council.

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 children in year 6 and year 7 spoke positively about their learning across the curriculum and the support they receive from the staff. They highlighted a range of activities that they enjoy, including competitions, educational visits and opportunities to support the younger children with their learning.

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 governors bring a range of skills and experience to their roles; they are well informed about the current development priorities, and monitor and review the school's progress in meeting the targets within the school development plan on a regular basis. The governors spoke positively about the strategic direction of the school, highlighting the pastoral provision, the children's achievements and the school's standing in the local community. Based on the evidence presented at the time of the inspection, the ETI's evaluation is that there can be confidence in the aspects of the governance evaluated.

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 report that they feel safe in the school and that they are aware of 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 (a) representative(s) 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:

- meetings with the principal, the designated teacher for child protection and safeguarding and representatives of the governors; and
- discussions with groups of children from year 6 and year 7.

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

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.

² 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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