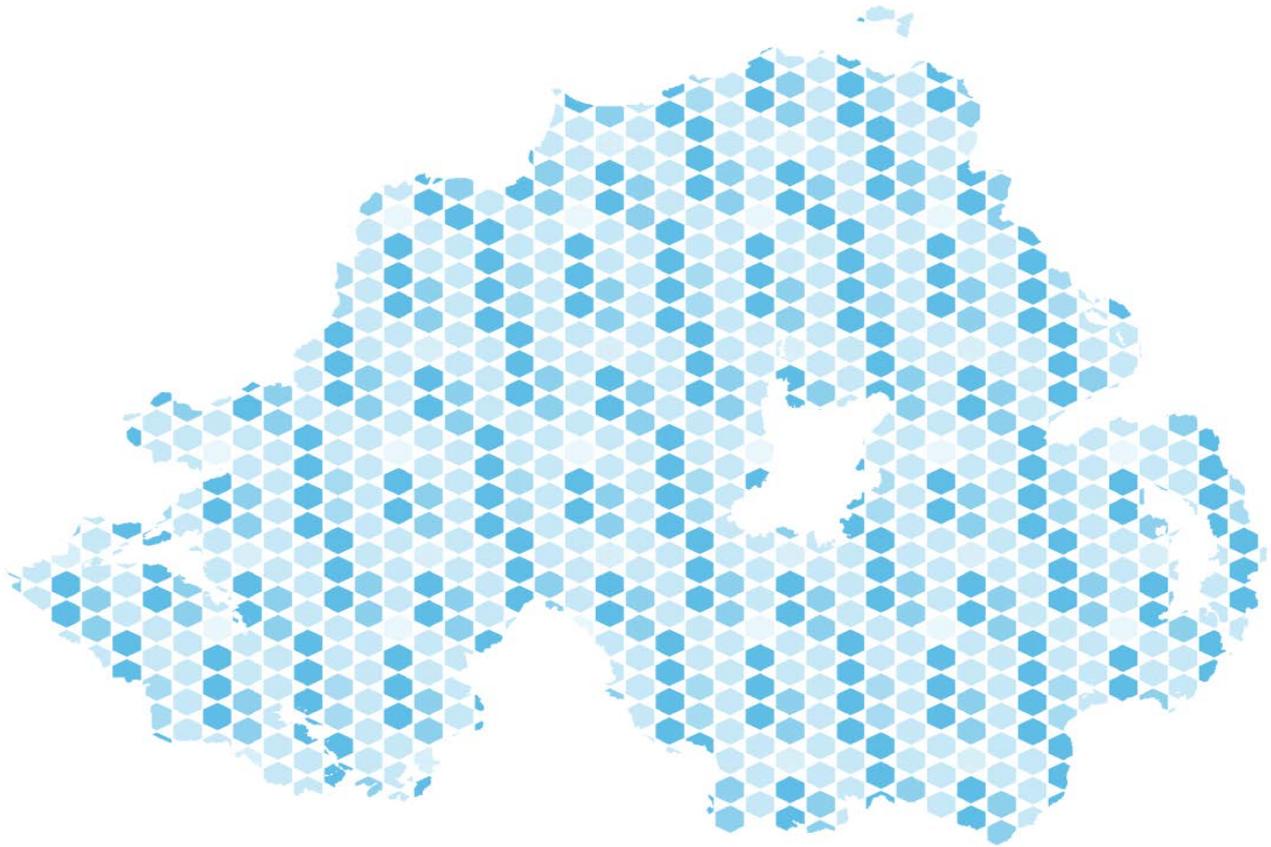


# Education and Training Inspectorate

## PRIMARY INSPECTION



St Peter's Primary School, Collegeland, Charlemont,  
County Armagh

Maintained, co-educational DE Ref No (503-6595)

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



The Education and Training Inspectorate  
Promoting Improvement

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CUSTOMER  
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## INTRODUCTION

### 1. Context

St Peter's Primary School is situated in the townland of Collegeland, approximately one mile from Charlemont in County Armagh. Most of the children attending the school come from the local area. The enrolment has increased steadily since the last inspection and the school operates at above capacity. The percentage of children entitled to free school meals has fallen in the last four years. The school is in its second year of a shared education partnership with a local controlled primary school.

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 principal co-operated with the inspection team in relation to 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 Peter's Primary School	2015-16	2016-17	2017-18	2018-19
Enrolment	145	150	153	153
% School attendance	97.4	97.2	97.5	N/A
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage <sup>1</sup>	26.2	24.7	20.9	17.6
No. of children on SEN register	19	17	14	15
% of children on SEN register	13.1	11.3	9.2	9.8
No. of children with statements of educational need	5	*	*	*
No. of newcomer children	*	0	0	0

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

\* fewer than 5

N/A not available

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

Thirty-three percent of parents and 84% of the staff responded to the online, confidential questionnaires. The responses to the parental questionnaire were very positive and the written comments indicated high levels of satisfaction with the care and support for the children and the broad range of learning experiences provided by the staff. The responses to the staff questionnaire endorsed the inclusive, welcoming and pastoral ethos in the school and emphasised how staff work well together to support the children in their learning. The responses to the year 7 online children's questionnaire indicated that if children need help with their work, the staff will help them and they are praised by the teachers when they do well. The children expressed how friendly and happy their school is in their written responses.

The ETI has communicated to the principal and representatives of the board of governors the main findings, and any 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 literacy;
- quality of provision with a particular focus on literacy 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 ETI was unable to evaluate:

- 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 who spoke positively about their learning across the curriculum, including their shared education activities with a local primary school. They highlighted their enjoyment of group work and using information and communication technology (ICT) and the range of activities in which they participate. They explained various roles and responsibilities they and their peers carry out and their contribution to school life, including aspects of decision-making.

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 underpinned by wide consultation with governors, staff, parents and children and gives a comprehensive overview of the life and work of the school.
- The governors reported that they have a wide range of skills they bring to their role, including knowledge of the community from which the children come. They expressed their support for the school, highlighting the focus on achieving high outcomes for the children, staff welfare and manage prudently the school's budget.

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 (DE). The ETI met with a group of year 6 children who reported that they feel safe in school and know what to do if they have any concerns about their safety or well-being. The children were keen to show the child-friendly version of the safeguarding policy created by the children in years 6 and 7. 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.

The school needs to:

- continue the process of updating and ratifying the suite of pastoral care policies in line with the current DE guidance.

## **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.

**Health and safety/Accommodation**

1. The school and employing authority need to carry out a risk assessment in relation to access to the school grounds.

### 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 representatives 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:

- meetings with the principal to discuss school development planning, safeguarding and child protection procedures;
- a meeting with representatives of the board of governors;
- the review of documentation pertaining to safeguarding;
- a discussion with a group of year 6 children; and
- access to staff, parents and children's online questionnaire responses.

## 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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