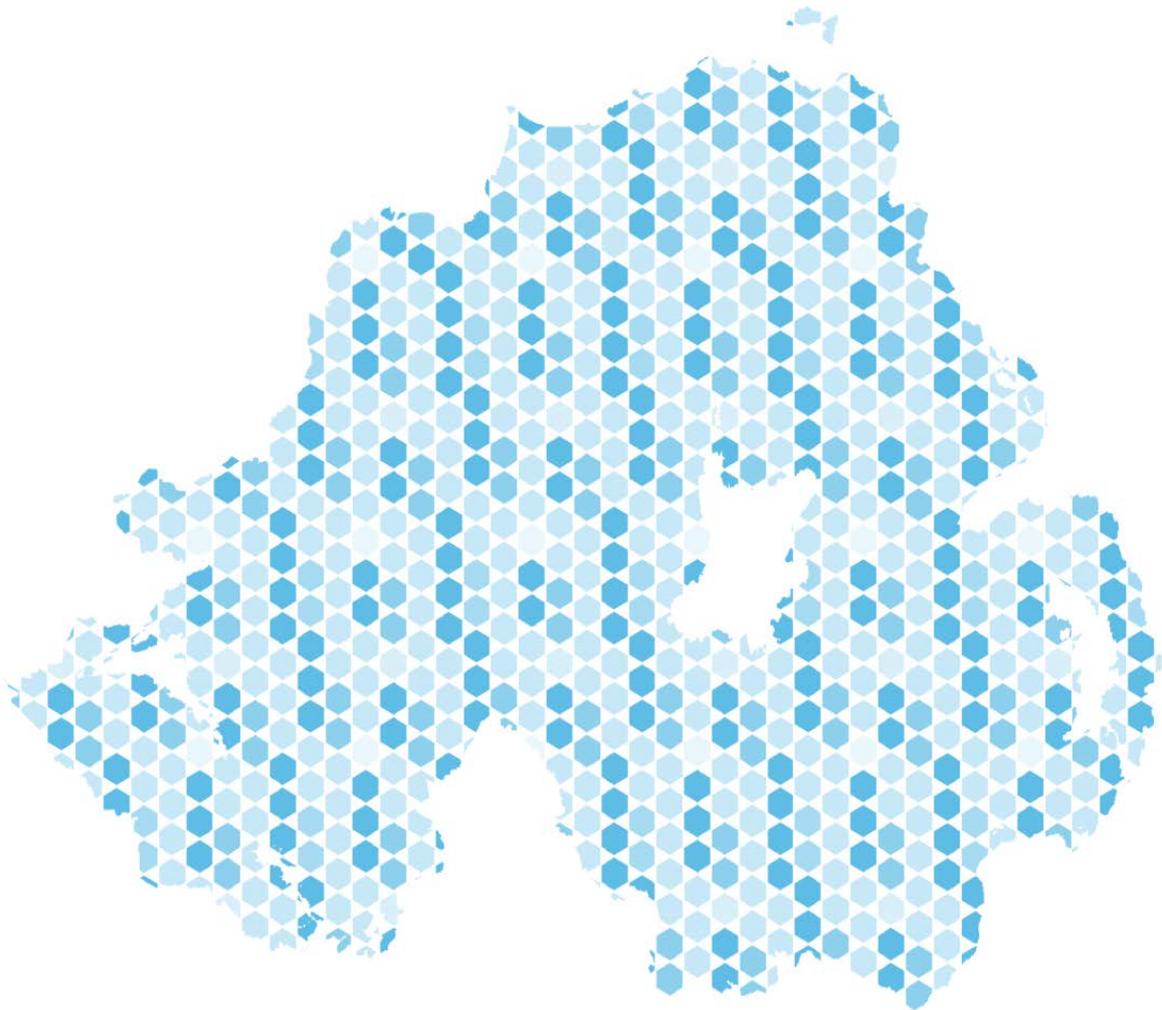


PRIMARY INSPECTION



Education and Training
Inspectorate

St Vincent de Paul Primary School
and Nursery Unit, Belfast

Maintained, co-educational

Report of an Inspection (Involving
Action Short of Strike) in
November 2018

eti

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



CONTENTS

SECTION	PAGE
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

1. Context

St Vincent de Paul Primary School and Nursery Unit is a maintained primary school situated on the Ligoniel Road in North Belfast. Almost all of the children attending the school come from the locality. The enrolment in the primary school has increased significantly since the previous inspection in 2012, it has risen from 262 to 307 children within the last 4 years; the school operates at almost full capacity. Over the past four years, the percentage of children who require additional help with increasingly complex needs and aspects of their learning has increased from 30% to almost 42%. Since the previous inspection, the roles and responsibilities within the management structure have been updated. The school is a Level 1 'Rights Respecting School' and has a Silver Eco-School Award. The school participates in a shared education partnership hub with a local controlled primary school and a special school. The nursery unit links with another pre-school through the 'Sharing from the Start' programme.

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 and vice-principal, acting in the role of numeracy co-ordinator, co-operated with the inspection team in relation to their leadership and safeguarding responsibilities including related documentation. 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 Vincent de Paul Primary School and Nursery Unit	2015-16	2016-17	2017-18	2018-19
Enrolment	262	279	287	307
% School attendance	93	94	92.8	N/A
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage ¹	72.9	65.2	66.6	69.5
No. of children on SEN register	77	90	114	128
% of children on SEN register	29.4	32.3	39.7	42
No. of children with statements of educational need	11	8	10	15
No. of newcomer children	16	24	24	13

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

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

Seven percent of parents and 18% of the staff responded to the online, confidential questionnaire. All of the responses to the parental questionnaire indicated that parents were satisfied that their children make good progress and enjoy learning at school. Almost all of the responses indicated high levels of satisfaction with the life and work of the school. The written comments from the questionnaires and the oral feedback provided by a small group of parents to an inspector highlighted their appreciation of the personalised support for children with additional needs, the close link between the school and parents and the caring, family ethos. The responses to the staff questionnaire endorsed the whole-staff approach to setting high expectations for the children's learning and staff participation in continuing professional development.

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

The responses to the year 7 online, confidential questionnaire indicated: their enjoyment of the learning activities in school; their appreciation of the feedback from teachers to help them improve their work; and, the opportunities to make new friends through their participation in a range of learning activities in the shared education partnership.

The ETI has communicated to the principal and the chair of the board of governors the main findings, and a small number of individual issues, arising from the questionnaires.

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 the nursery unit; and
- quality of leadership and management.

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

5. Outcomes for learners

- A small group of year 7 children, who met with the inspectors, read with fluency, expression and an appropriate level of understanding of the text. They spoke enthusiastically and knowledgeably about their favourite authors. The children responded also with enjoyment to a series of mathematical questions and problem solving activities; they were accurate in the application of their computational skills and explained their answers and strategies when prompted by adult support.
- A group of year 6 children spoke enthusiastically and articulately about their leadership roles and responsibilities within, for example, the School's Council, as prefects and 'playground monitors.'

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

- Based on the documentation provided, there is an appropriate identification of, planning for and tracking of progress for individual children's needs. The development of the children's wider skills and capabilities and opportunities for connected learning are evident in the planning that was made available to the inspectors.
- The children in year 6 and year 7 and the parents who met with the inspectors all indicated that the caring, supportive and inclusive ethos enables both the children and parents to grow in confidence in their learning and personal development.

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 leadership and management set out a clear vision and high expectations for promoting respectful behaviours, improving children's attainment and supporting them to overcome potential barriers to learning. The governors use their wide range of different yet complementary skills and experience to support and challenge the school to meet the needs of the children and celebrate their achievements.
- The school development planning process is underpinned by extensive consultation with staff, children, parents and governors and the information is used effectively in conjunction with an analysis of the school's qualitative and quantitative data to inform current priorities. The documentation indicates a whole-school approach to school improvement and an emphasis on continuous professional development for all staff.
- The processes for self-evaluation are supported by a broad range of evidence and there are clear systems in place for monitoring and evaluating the progress being made by the children. These systems should be built on further to make a clearer link between the actions taken and the impact on children's learning.
- The extensive range of partnerships with other schools and external agencies link appropriately to the school's priorities of supporting the pastoral needs of the children and families and raising standards.

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 small group of children from year 6 reported that they feel safe in school and know who to speak to if they have a concern. 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 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.

The arrangements for this inspection include:

- a meeting with the chair and representatives of the governors;
- discussions with the principal and vice-principal regarding their leadership and safeguarding responsibilities;
- access to documentation relating to child protection/safeguarding;
- access to documentation relating to school development planning and the associated action plans;
- meetings with groups of children from years 6 and 7;
- a meeting with a group of parents; and
- the opportunity for the children, parents, teaching and support staff to complete an online, confidential questionnaire.

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 impact 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.

© CROWN COPYRIGHT 2018

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