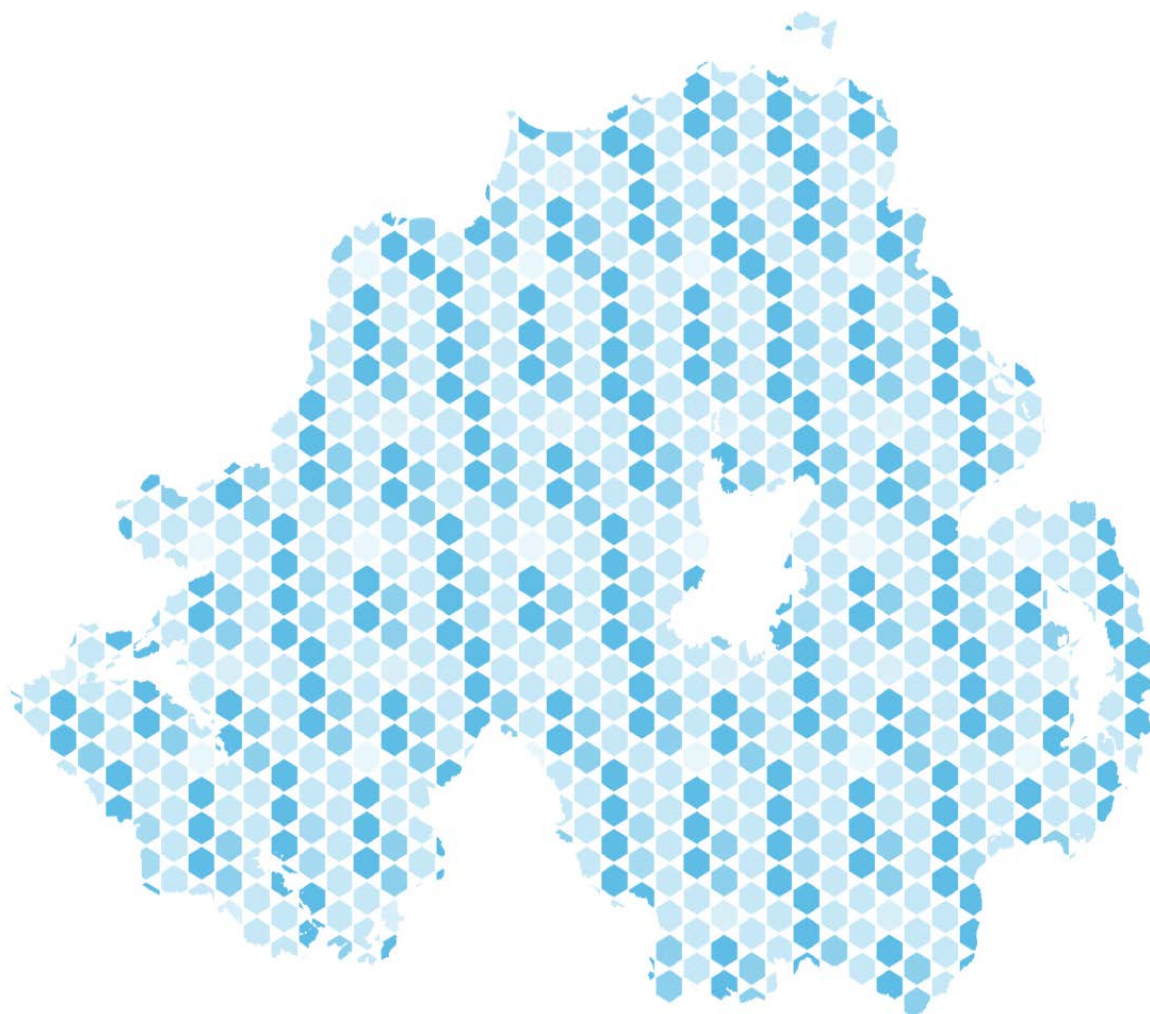


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Whitehouse Primary School,  
Newtownabbey, County Antrim

Controlled, 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  
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CUSTOMER  
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## 1. Context

Whitehouse Primary School and Nursery Unit is a controlled school situated on the Doagh Road in Newtownabbey, County Antrim. Most of the children attending the school come from the locality and the primary school and nursery unit have been operating at full capacity for the last three years. The school has been involved in a partnership with another local school for 25 years and it recently became a hub school for shared education. It received a number of recent awards including: The British Council International Schools Award and an Information and Communication Technology (ICT) Capita Excellence Award.

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 co-operated with the inspection team in relation to their 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.

Whitehouse Primary School and Nursery Unit	2015-16	2016-17	2017-18	2018-19
Enrolment	457	461	462	462
% School attendance	96.2	95.8	94.1	N/A
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage <sup>1</sup>	42.5	44.7	42.9	41.5
No. of children on SEN register	100	103	91	98
% of children on SEN register	21.9	22.3	19.7	21.3
No. of children with statements of educational needs	5	*	6	6
No. of newcomer children	13	14	23	29

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

\* fewer than 5

N/A not available

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

A small number of non-teaching staff responded to the online, confidential questionnaire. The responses were wholly positive and there were no written comments. As a result of the action short of strike, the school did not distribute the online, confidential questionnaire information to teachers, children and parents. Therefore, it is not possible to report on the views of teachers, children and parents.

## 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.

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

#### 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
<b>Nursery Unit</b>	No performance level available

#### 5. Outcomes for learners

- The school's analysis of their internal data shows, that in the period since the last inspection, there is an improving trend in outcomes for literacy and numeracy, and the differential in standards between literacy and numeracy has decreased significantly.

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

- In discussions with a group of year 6 children, they expressed their enjoyment of mathematics, reading books and a broad range of extra-curricular activities including music, various sports and cookery.

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 planning process is highly evaluative and underpinned by in-depth consultation with staff, children, parents and governors. Rigorous analysis of qualitative and quantitative data is being used to track trends and identify key priorities for improvement linked closely to raising standards.
- The school leadership is strategic and proactive in building leadership at all levels. The senior leadership team places strong emphasis on supporting the professional development of staff locally, nationally and internationally.

- A key feature of the school is the emphasis given to developing parental, community and multi-agency links to overcome barriers to learning and to raise standards further; for example, by involvement in the THRIVE<sup>2</sup> Initiative with other local schools in the Rathcoole and Monkstown areas and as a Rights Respecting School partner through shared education.
- The governors are kept well informed about the life and work of the school and report their confidence in the school leadership team; they are committed to further improvement of standards for all children.

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 group of children from year 6 reported that they feel safe in school and know who to speak to if they have any worries or concerns. 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 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.

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<sup>2</sup> THRIVE is an initiative involving local people, schools and community organisations from the Rathcoole and Monkstown areas, working in collaboration with statutory agencies to raise aspirations, attainment and improve wellbeing of young people.

## **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 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:

- a meeting with the vice-chairperson and another representative from the board of governors;
- discussions with the principal and vice-principal regarding their leadership and safeguarding responsibilities;
- access to the school development plan, evaluations and associated documentation;
- the staff's analysis of the school's internal data;
- the governors' self-evaluation proforma; and
- a meeting with a group of year 6 children.

## 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>3</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>3</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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