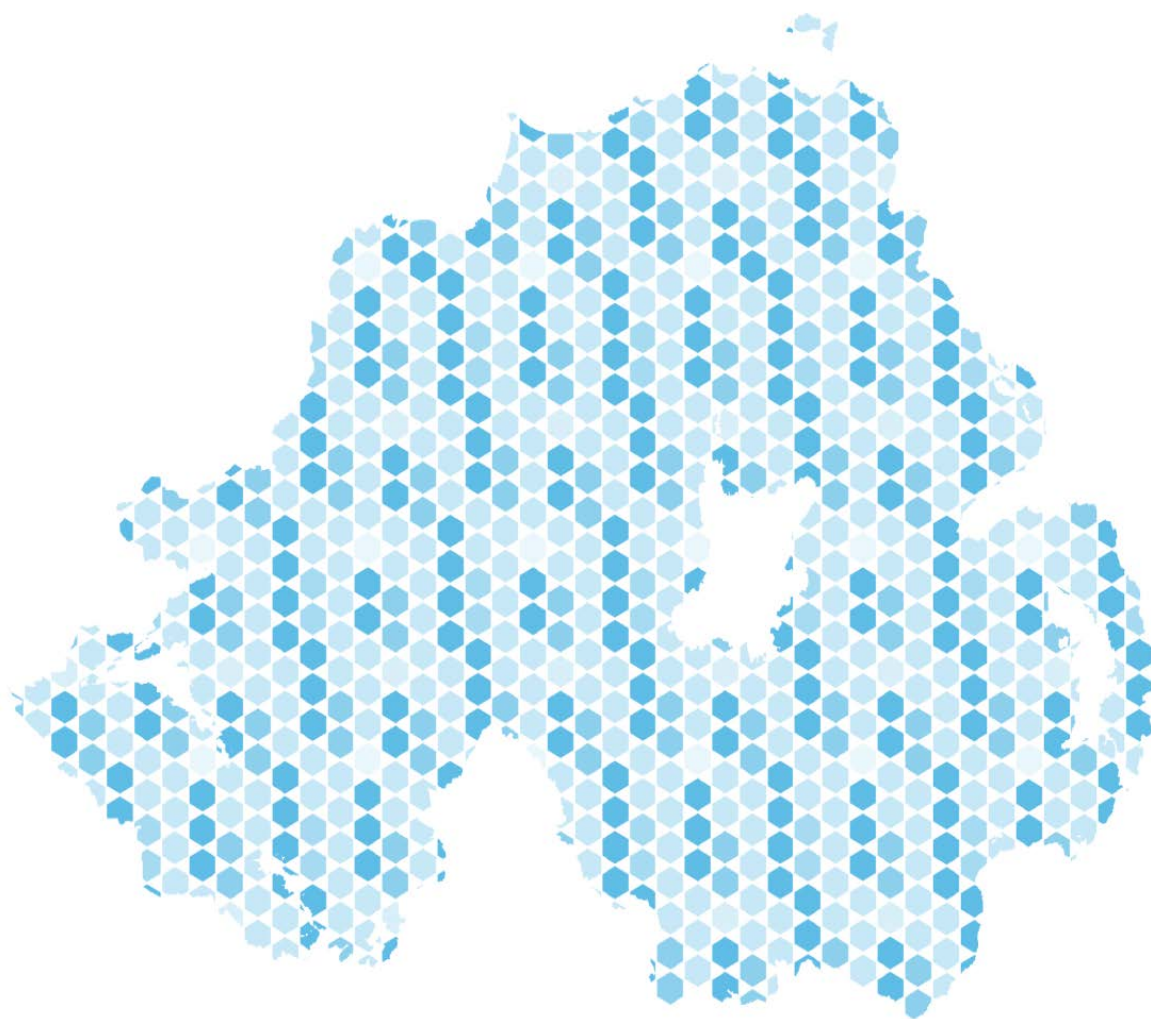


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Earlview Primary School and Nursery  
Unit, New Mossley, Newtownabbey,  
County Antrim

Controlled, co-educational

Report of an Inspection (Involving Action  
Short of Strike) in April 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
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## INTRODUCTION

### 1. Context

Earlview Primary School and Nursery Unit is situated in New Mossley, Newtownabbey, County Antrim. The children who attend the school come from the New Mossley estate and surrounding area. There has been a steady increase in enrolment over the past four years. During the same period, the percentage of children requiring support with aspects of their learning has also increased while those entitled to free school meals has fluctuated. The school has a proud tradition in fostering the musical, drama and sporting talents of the children. It is part of the Forest School Programme using the local forest to enrich the children's learning experiences and has achieved the Forest School green flag award. Since the last inspection, a new leadership structure is in place.

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 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.

Earlview Primary School and Nursery Unit, New Mosley	2013-14	2014-15	2015-16	2016-17
Enrolment in the primary school	163	163	192	198
Enrolment in the nursery unit	28	26	26	26
% School attendance	92	93	93	N/A
% NI Primary school average	95.6	95.4	95.5	N/A
FSME Percentage <sup>1</sup>	62	61	59	58
No. of children on SEN register	72	76	113	108
% of children on SEN register	38	40	52	48
No. of children with statements of educational need	*	*	5	7
No. of newcomer children	*	*	*	*

<sup>1</sup> **Source:** data as held by the school.

N/A not available

\* fewer than 5

### 2. Views of parents and staff

A very small number of parents, four percent, and a minority of the staff, thirteen percent, responded to the confidential questionnaires. The responses indicated satisfaction with the life and work of the school. In particular, the parents commented positively on the family atmosphere in the school and the kind, approachable staff. The ETI has reported to the principal and the chair of the board of governors the main findings emerging from the parental and staff 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 the:

- outcomes for children and how the school is addressing low attainment and underachievement where applicable;
- 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.

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

## KEY FINDINGS

### 5. Outcomes for learners

- During the inspection, inspectors met with a small group of year 7 children. The children read with fluency and understanding. They talked confidently about their favourite authors, their interest in, and enjoyment of, reading. The children had some knowledge of the key mathematical concepts including, shape, space and measurement; they were less consistent in thinking flexibly when applying the most effective and efficient mental mathematical strategies and in using appropriate mathematical language.

The ETI was unable to evaluate:

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

### 6. Quality of provision

- The children's work is valued and celebrated in the attractive displays around the school and shared with parents through a range of multi-media platforms.
- During the inspection, inspectors had the opportunity to meet with a group of year 6 children. The children are courteous, welcoming to visitors and proud of their school. They spoke very positively about their experiences in school and their participation in a wide range of extra-curricular activities. The children reported to inspectors the good opportunities they have to develop their leadership skills through the various roles they undertake within the school council, the buddy system and as digital leaders.

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**

- During the inspection, the ETI met with the chair of board of governors. The governors have an appropriate range of complementary skills and are committed to the school. They understand well the challenges and opportunities facing the school.
- The school development plan is informed through appropriate consultation and details a suitable range of priorities for school improvement. The staff use well an extensive range of relevant quantitative data to track the children's progress. In taking the school improvement work forward, the staff need to put in place more systematic self-evaluation processes to inform more effectively action planning and to measure the school's progress in effecting improvement.
- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. The children, with whom inspectors met, 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.

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 including self-evaluation and the development planning process.

## **CONCLUSION**

### **8. 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.

### 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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