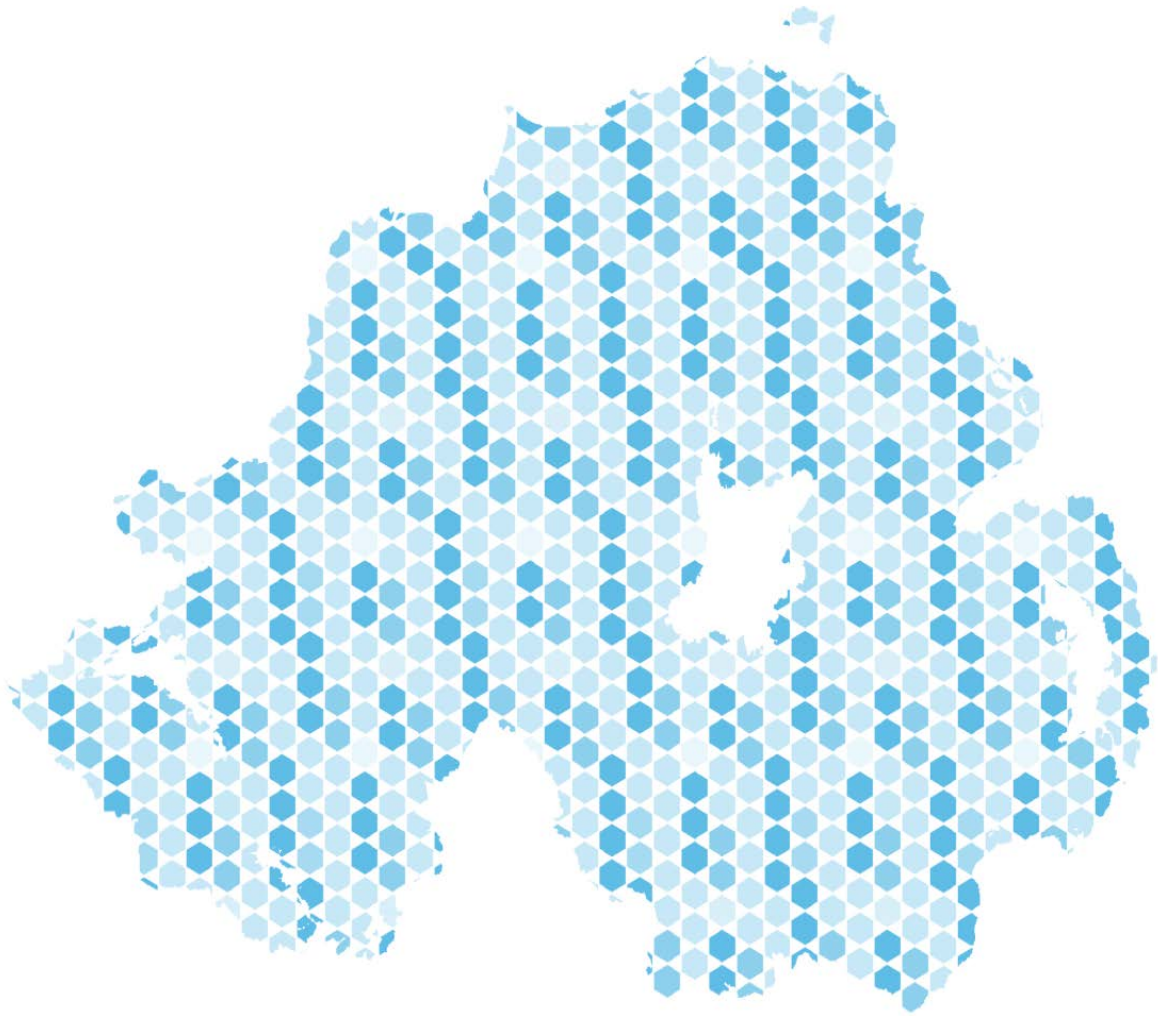


PRIMARY INSPECTION



Education and Training
Inspectorate

Bready Jubilee Primary School,
Bready, Strabane, County Tyrone

Controlled, co-educational

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

eti

The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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INTRODUCTION

1. Context

Bready Jubilee Primary School is situated in the village of Bready midway between Londonderry and Strabane. The children who attend the school come from the local villages of Bready and Magheramason and the surrounding rural area. There has been an increase in enrolment over the past four years and currently stands at 131.

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.

Bready Jubilee Primary School, Strabane	2013-14	2014-15	2015-16	2016-17
Enrolment in the primary school	112	120	122	131
% School attendance	97.0	97.7	97.2	97.2
% NI Primary school average	95.6	95.4	95.5	N/A
FSME Percentage ¹	34	33	32	31
No. of children on SEN register	23	31	27	31
% of children on SEN register	21	26	22	24
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	*	*

Source: data as held by the school.

N/A not available

* fewer than 5

2. Views of parents

Twelve percent of parents responded to the confidential questionnaires. The responses indicated a high level of satisfaction with the life and work of the school. In particular, the parents commented positively on the welcoming ethos of the school, the range of extra-curricular activities offered and the regular communication they receive about the life and work of the school. The ETI has reported to the principal and the chair of the board of governors the main findings emerging from the parental questionnaire.

¹ 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
- 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

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

KEY FINDINGS

5. Outcomes for learners

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

- During the inspection, inspectors had the opportunity to meet with a group of year 6 children. The children are courteous and welcoming to visitors. They informed inspectors about the opportunities they have to develop their leadership skills through, for example, playground pals and roles they assume within the Eco- and school councils. They spoke positively about their experiences in school and the range of extra-curricular activities in which they could participate.

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
- the outworking of 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 carry out their roles conscientiously and understand the challenges and opportunities facing the school.
- 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.

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. The school is a high priority for future inspection with no further notice.

Health and safety / Accommodation

1. The shared resource area, which includes the library, is used for play and information and communication technology (ICT); this arrangement needs to be reviewed in order to ensure that the environment for the play and ICT provision is more appropriate for the learning needs of all the children in the foundation and key stages.

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 management²:

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.

² And the overall provision in a subject area or unit, as applicable.

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