

PRIMARY INSPECTION



Education and Training
Inspectorate

Dromore Central Primary School,
Dromore, County Down

Controlled, co-educational

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

eti

The Education and Training Inspectorate
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INTRODUCTION

1. Context

Dromore Central Primary School is a controlled primary school situated in the town of Dromore. All of the children attending the school come from the town and the surrounding areas. The enrolment currently stands at 719 children and the school operates at almost full capacity. Throughout the last academic year, there was significant fluctuation in the number of children on the special educational needs register, with approximately 210 children receiving support, as a consequence of the identification of additional need and of progress being made by the children.

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.

Dromore Central Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment	700	705	689	719
% School attendance	96.3	96.4	96.6	N/A
% NI Primary school average	95.4	95.5	95.5	N/A
FSME Percentage ¹	14.6	15.2	12.6	16.0
No. of children on SEN register	147	163	151	168
% of children on SEN register	21.0	23.1	21.9	23.4
No. of children with statements of educational need	12	17	17	19
No. of newcomer children	23	23	21	6

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of children, parents and staff

As a result of the action short of strike, the school did not distribute the confidential, online questionnaire information to the year 7 children, parents and staff. Therefore, it is not possible to report on the views of the children, parents and staff.

3. Focus of the inspection

The ETI was unable to evaluate:

- 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
- quality of leadership and management.

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

4. Overall findings of the inspection

Overall effectiveness	Unable to assure of 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:

- 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 discussion with the inspectors, a small sample of year 6 children spoke positively of: the wide range of learning experiences and after-school activities provided for them; the caring and welcoming ethos of the school; and, the many opportunities for their work and effort to be recognised and celebrated.

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's development planning is comprehensive and informed well by the effective use of data and appropriate consultation with the children, parents, staff and governors to identify priorities for improvement. The senior leaders, including the governors, have articulated a clear and strategic vision for school improvement. The teachers and classroom assistants have engaged in a well-structured programme of professional learning, aligned well to the school's identified priorities, to build capacity at all levels to bring about the improvement in the interests of the 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 year 6 children reported that they feel safe in school and that they are aware of what to do if they have any concerns about their safety or well-being. 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.

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 representative from the governors;
- meetings with groups of children; and
- the opportunity for the year 7 children, parents, teaching and support staff to complete a confidential, online 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 principal;
- a meeting with a representative from the board of governors;
- a meeting with a group of year 6 children;
- the provision of the school's policies and documentation relating to the arrangements for safeguarding; and
- the provision of documentation relating to school development planning and the use of school development days.

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 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.

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

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