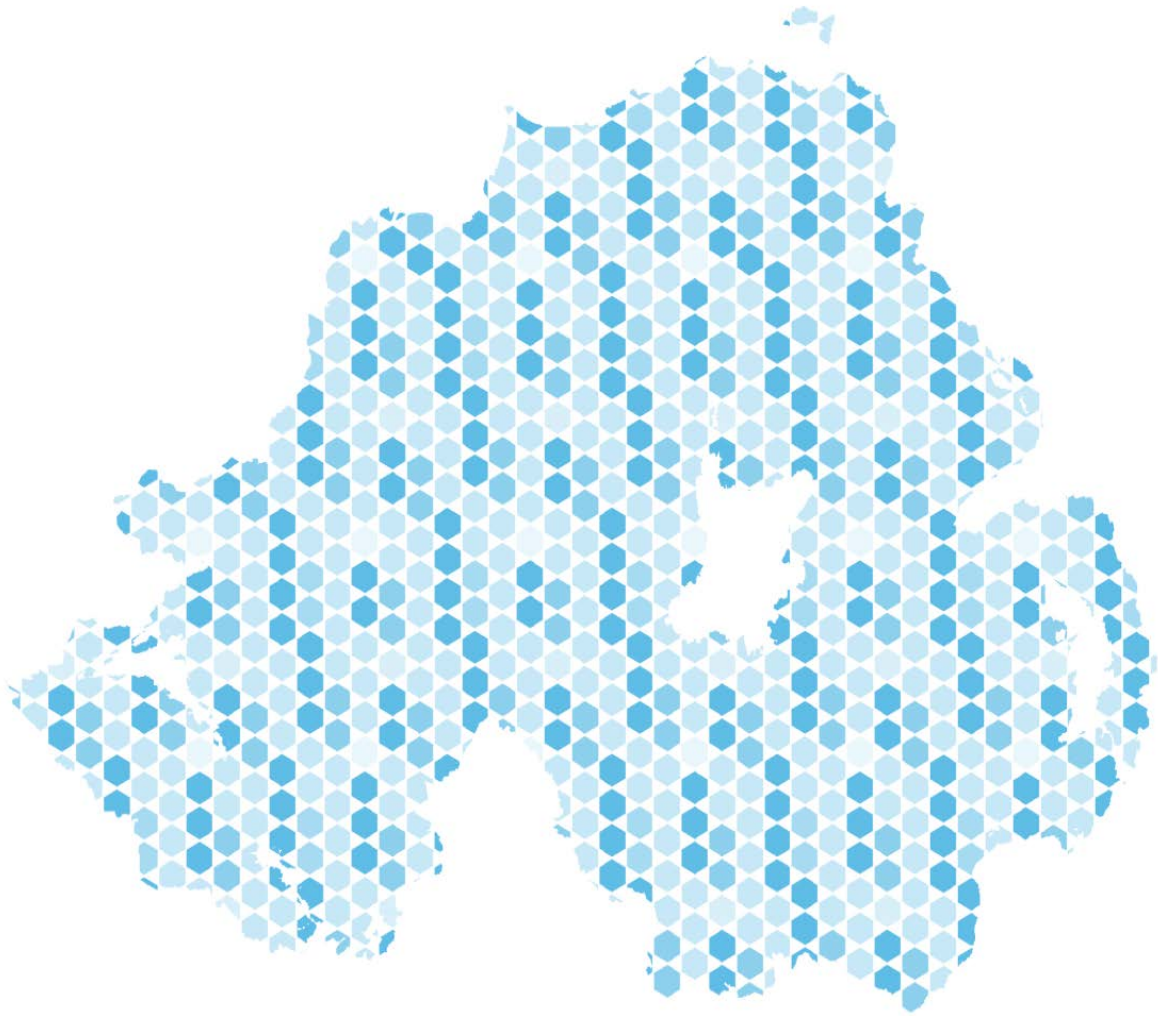


PRIMARY INSPECTION



Education and Training
Inspectorate

Gaelscoil and Naíscoil na Móna,
Belfast

Irish-medium, co-educational

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

eti

The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



CONTENTS

| Section | Page |
|--|-------------|
| 1. Context | 1 |
| 2. Views of parents and staff | 1 |
| 3. Focus of the inspection | 1 |
| 4. Overall findings of the inspection | 1 |
| 5. Outcomes for learners | 1 |
| 6. Quality of provision | 2 |
| 7. Leadership and management | 2 |
| 8. Overall effectiveness | 2 |
| Appendices | |
| A. Health and Safety / Accommodation | |
| B. Inspection methodology and evidence base | |
| C. Reporting terms used by the Education and Training Inspectorate | |

INTRODUCTION

1. Context

Gaelscoil and Naíscoil na Móna is an Irish-medium primary school and nursery unit in the residential area of Turf Lodge in West Belfast.

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 or principal 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.

2. Views of parents and staff

As a result of the action short of strike, the school did not distribute the online questionnaire information to parents and staff nor facilitate the focus group meetings with children. Therefore, it is not possible to report on the views of parents and staff or children.

3. Focus of the inspection

The ETI was unable to evaluate:

- outcomes for children with a particular focus on numeracy and literacy, including across the curriculum (and how the school is addressing low attainment and underachievement where applicable);
- quality of provision, including the naíscoil; and
- quality of leadership and management.

Where it has been possible to evaluate aspects of the foci, they are 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 |
| Naíscoil | 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

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

The ETI was unable to evaluate:

- 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.

During the inspection, the school did not provide evidence that satisfactory arrangements are in place for safeguarding learners.

CONCLUSION

8. 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 and safeguarding being provided for the children. The school is a high priority for future inspection with no further notice.

The ETI will return to the school within six weeks to evaluate and report on the arrangements for safeguarding.

Health and Safety / Accommodation

Owing to the impact of the action short of strike being taken by the staff, the ETI was unable to evaluate matters relating to Health and Safety/Accommodation in this school.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website www.etini.gov.uk.

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 management¹:

| |
|-----------------------------------|
| 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. |

¹ And the overall provision in a subject area or unit, as applicable.

ADDENDUM TO THE REPORT ON THE INSPECTION (INVOLVING ACTION SHORT OF STRIKE) OF GAELSCOIL NA MÓNA, BELFAST IN JANUARY 2017

The ETI returned to the school on 22 March 2017 to monitor and report on arrangements for safeguarding.

The purpose of the visit was to provide the school with a further opportunity to provide evidence on its arrangements for safeguarding: owing to action short of strike, the school did not provide evidence that satisfactory arrangements were in place at the time of the inspection on 30 January 2017.

During the follow-up visit, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the Department of Education.

In discussion, the children reported that they feel safe and cared for in the school. They know what to do and who to talk to if they are concerned about their safety or well-being.

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