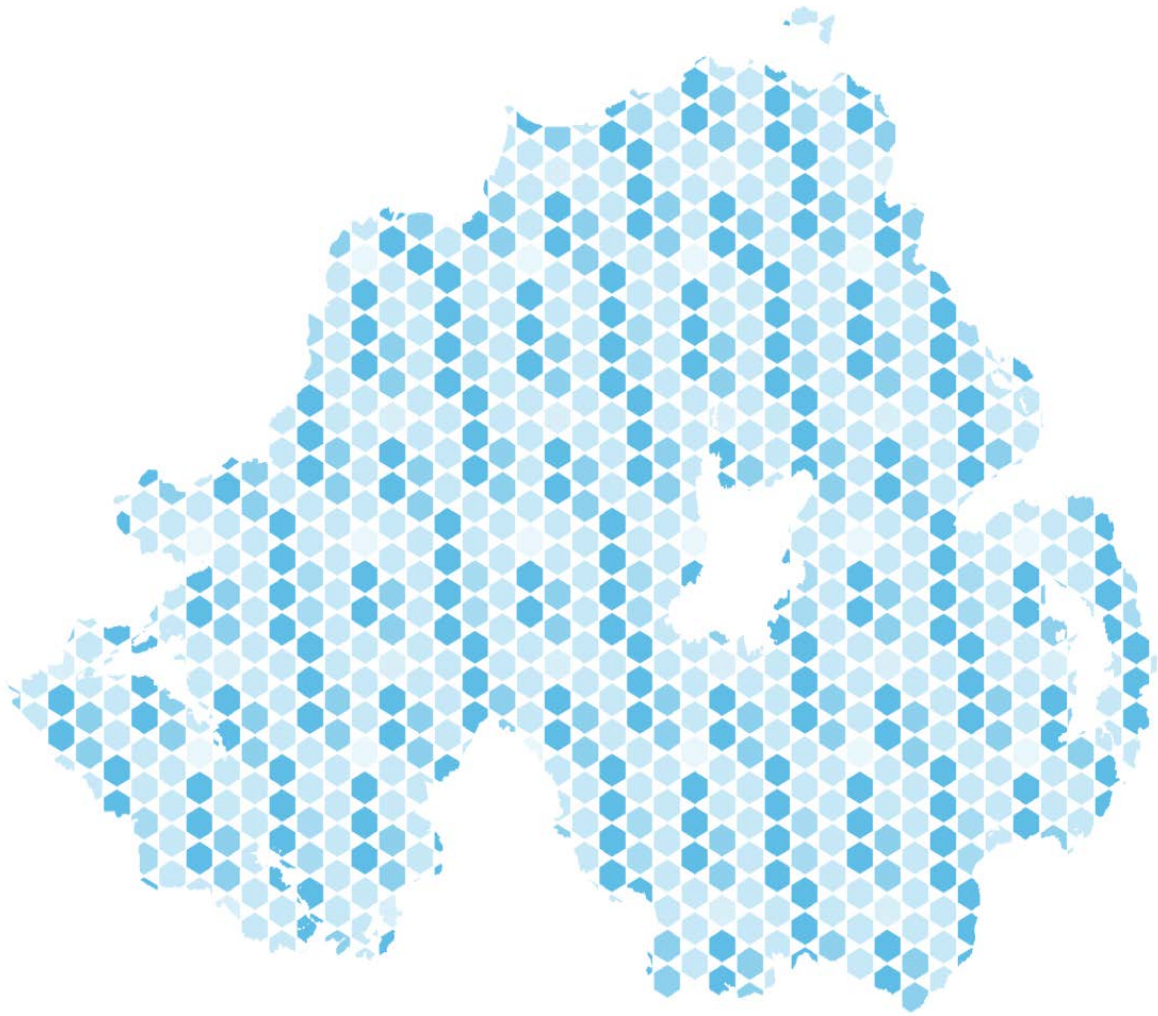


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Linn Primary School, Larne,  
County Antrim

Controlled, co-educational

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



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## INTRODUCTION

### 1. Context

Linn Primary School and Nursery Unit is a controlled, co-educational primary school located in Larne, County Antrim. Almost all of the children come from the surrounding area. The nursery unit which is situated at some distance from the school provides two full-time sessions. Over the past four years, the number of children with statements of educational needs has doubled. The school holds a green flag award as an Eco-School, accreditation as a Level 1 Rights Respecting School, and a Global Partnership Award.

Four of the teaching unions which make up the Northern Ireland Teachers' Council 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, with the exception of the principal, none of the teaching staff 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 limited evaluations are based on the evidence available at the time of the inspection.

Linn Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	411	395	400	413
% School attendance	95.7	95.9	96	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage <sup>1</sup>	34	36.7	35.8	37.5
No. of children on SEN register	81	75	88	109
% of children on SEN register	20	18.9	22	26.4
No. of children with statements of educational need	5	6	7	11

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

\* fewer than 5

N/A not available

### 2. Views of parents and staff

A small number of parents and 86% of non-teaching and support staff responded to the confidential questionnaire. The responses from the non-teaching and support staff indicated high levels of satisfaction with their role in the school. The ETI has communicated to the principal and representatives of the board of governors the main issues arising from the questionnaires.

### 3. Focus of the inspection

The ETI was unable to evaluate:

- outcomes for children with a particular focus on numeracy including across the curriculum and how the school is addressing low attainment and underachievement where applicable;

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

- quality of provision; 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

<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

### KEY FINDINGS

#### 5. Outcomes for learners

The ETI was able to evaluate partially the standards attained by the children.

- A small group of children from year seven demonstrated enjoyment of reading and enthusiasm for reading novels of different genres; they were able to read individually with fluency and confidence in front of their peers. The children demonstrated a good knowledge and understanding of key numerical concepts but limited flexibility while solving a range of unfamiliar mathematical problems.

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

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 able to evaluate aspects of leadership and management.

- Based on the evidence available at the time of inspection, the ETI evaluation is that there can be confidence in the aspects of governance evaluated. The governors are well informed about the life and work of the school and they exercise their challenge function where appropriate, to support and promote improvement work and to manage the school's resources more efficiently.
- The school development plan identifies priorities that are informed by appropriate consultation with all stakeholders and analysis of the school's qualitative and quantitative data.
- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. In discussion with the inspectors, a group of children from year 6 reported that they feel safe and secure in school and know what to do if they have any concerns about their wellbeing. 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 impact and effectiveness of:

- the strategic leadership;
- the middle leadership; and
- action to promote and sustain improvement.

## **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 being provided for the children. The school is a high priority for future inspection with no further notice.

### **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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