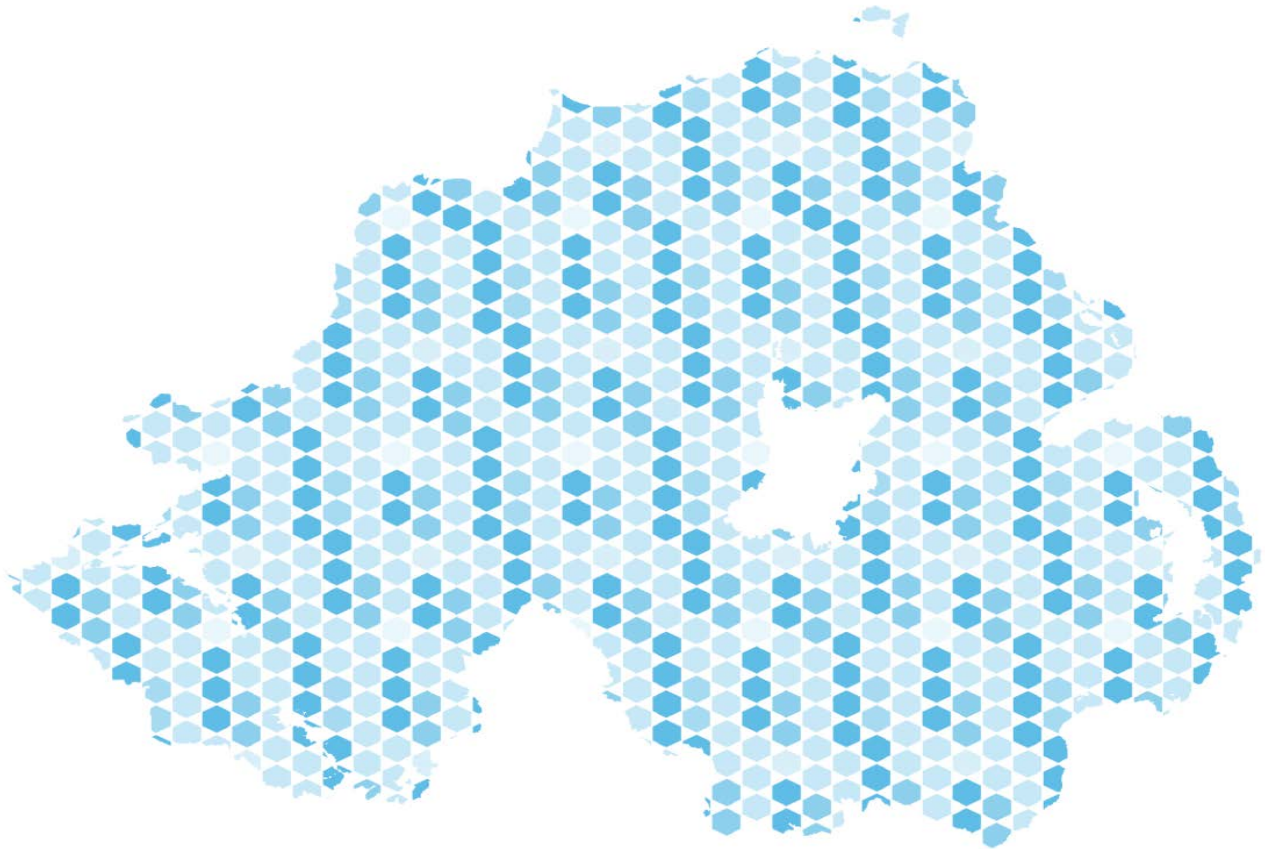


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Londonderry Primary School,  
Newtownards, County Down

Controlled, co-educational

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

*eti*

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

Londonderry Primary School is situated in Newtownards, County Down. The majority of the children come from the local area. The school has been recognised for its achievements through a number of external awards including the Rights Respecting Schools Award at Level 1 and the Eco-Schools Green Flag.

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 although the principal would be co-operating with the inspection all of the teachers would be engaged in action short of strike. 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.

Londonderry Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	384	386	384	400
% School attendance	95.4	95.8	95.7	N/A
% NI Primary school average	95.6	95.4	95.5	N/A
FSME Percentage <sup>1</sup>	33	31	32.3	31.25
No. of children on SEN register	98	79	94	100
% of children on SEN register	25.5	20.4	24.4	25
No. of children with statements of educational need	5	6	7	10
No. of newcomer children	*	*	*	*

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

\* fewer than 5

N/A not available

### 2. Views of parents and staff

Seven percent of parents and a small number of non-teaching staff responded to the confidential questionnaires. The responses to the questionnaire were very positive and the written comments indicated high levels of satisfaction with the life and work of the school. In particular, the parents commented on the caring atmosphere in the school, the wide range of organised family events and reported that they are happy with their children's experiences at Londonderry Primary School. The ETI has communicated to the principal and the representatives of the board of governors the main findings from the 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
- 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 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 fully the school's approach to, and impact of, care and welfare. However, during the inspection, inspectors had the opportunity to meet with a group of year 6 children. The children spoke very positively about their experiences in school; in particular they talked about their enjoyment of learning, the support they receive from the caring and approachable staff and the wide range of after school activities. They make meaningful contributions to the life and work of the school, through initiatives such as the active school and Eco councils.

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; and
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning.

## **7. Leadership and management**

- During the inspection, the ETI met with representatives of the board of governors. The governors are well informed about the work and life of the school and they play a pro-active role in the school improvement process. They reported their strong commitment to the school and that they exercise their challenge function as necessary to ensure that the children's holistic development is paramount.
- The school development planning process includes wide consultation with all stakeholders. The identified priorities are well informed by the analysis and use of qualitative and quantitative data to monitor and evaluate the quality of the actions taken, and to track the children's progress.
- 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.

## **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.

### **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 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.

<sup>2</sup> And the overall provision in a subject area or unit, as applicable.

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