

PRIMARY INSPECTION



Education and Training
Inspectorate

Millington Primary School,
Portadown, County Armagh

Controlled, co-educational

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

eti

The Education and Training Inspectorate
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INTRODUCTION

1. Context

Millington Primary School is a controlled co-educational school situated near the centre of Portadown. Almost all of the children come from the immediate locality and a small number come from the surrounding area. Over the past four years, the proportion of children entitled to free school meals has decreased and the proportion of newcomers has increased significantly from 92 to 131 children. The school is engaged actively in a shared education programme with a local maintained primary school; and, has a positive and proactive link with a local community group. The school has attained Master School status in a commercial, online reading programme.

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, with the exception of the principal and the designated teacher for child protection, 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.

Millington Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment	647	663	663	658
% School attendance	94.8	95.2	94.8	95
% NI Primary School Average for attendance	95.4	95.5	95.5	N/A
FSME ¹ Percentage	39.6	40.0	38.2	31.4
No. of children on SEN register	147	140	146	159
% of children on SEN register	22.7	21.1	22.0	24.1
No. of children with statements of educational needs	12	22	20	21
No. of newcomers	92	99	109	131

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

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

3. Focus of the inspection

The ETI was unable to evaluate the:

- outcomes for children with a particular focus on numeracy and literacy including across the curriculum;

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

- 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

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 children who met with the inspectors spoke positively and with enthusiasm about their experiences in school. They have good opportunities to participate in a range of leadership roles through, for example, active membership of the School Council, Eco-club, STEM² club and as school prefects or digital leaders. These roles develop well their confidence, self-esteem and leadership skills.

The ETI was unable to evaluate fully:

- 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 children benefit from a wide range of additional and extra-curricular learning opportunities, all of which enrich their learning and develop their wider skills and interests. Of particular note is the 'Musical Pathways Project' which provides an opportunity for all children in two entire year groups to receive either a brass or woodwind instrument each.

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;

² The term 'STEM' refers to Science, Technology, Engineering and Mathematics.

- 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 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 year 6 children reported that they feel safe and happy in school. They know what to do and who to talk to if they are concerned about their safety or well-being. However, owing to action sort 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. 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](#)

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 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 and designated teacher for Child Protection;
- meetings with groups of children; and
- an opportunity to read documentation presented as supporting evidence of the safeguarding arrangements.

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 management³:

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.

³ And the overall provision in a unit, as applicable.

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