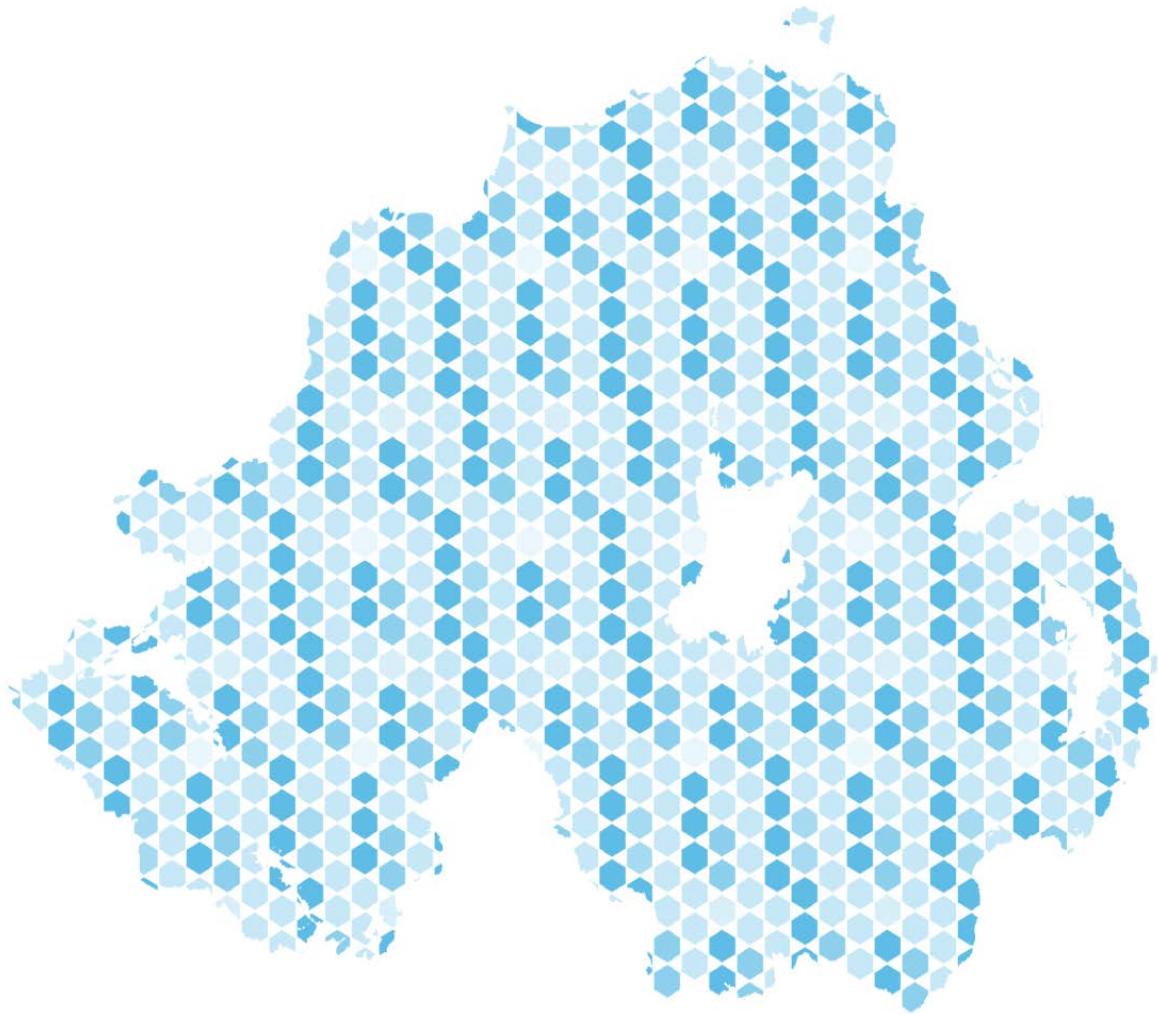


PRIMARY INSPECTION



Education and Training
Inspectorate

St Brigid's (Drumilly) Primary
School, Newry, County Down

Maintained, 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
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and other commissioning Departments



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INTRODUCTION

1. Context

St Brigid's (Drumilly) Primary School is a maintained, co-educational primary school situated in a rural location close to Camlough, County Down. Almost all of the children come from the local and surrounding rural area. The principal reported that the enrolment has risen steadily over recent years and, currently, there are 120 children attending the school. At the time of the inspection, approximately 39% of the children were entitled to free school meals and 8% of the children were identified as requiring additional support with aspects of their learning. A new principal was appointed in March 2015.

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 ETI. Prior to the inspection, the school informed the ETI that none of the 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.

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. 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:

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

- A group of children from year seven articulated their enjoyment of reading and their favourite authors and genres. They read with fluency, expression and understanding and showed a developing insight into the writers' craft. The children demonstrated enthusiasm and had a secure understanding in their mathematical thinking; they were able to apply methodically and flexibly their skills to solve a range of challenging mathematical problems. The inspectors evaluated samples of the children's work in reading, writing, mathematics and information and communication technology (ICT) which had been moderated and annotated by the teachers; the quality was very good.

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 have a good range of relevant skills and carry out conscientiously their roles. They monitor systematically the progress of the school development plan and provide appropriate support and challenge to the staff team.

- The school development plan (SDP) identifies clearly the priorities for improvement; the associated action plans are of a good quality and outline how the staff will improve the quality of the provision and the outcomes attained by the children. Appropriate structures are in place to monitor and evaluate the impact of the action plans.
- 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. 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](#)

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.

Inspectors scrutinised a limited range of documentation and samples of the children's work in literacy, numeracy and information and communication technology.

The arrangements for this inspection included:

- a meeting with a representative from the governors;
- meetings with groups of children.

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.

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