

PRIMARY INSPECTION



Education and Training
Inspectorate

St Bronagh's Primary School,
Rostrevor, County Down

Maintained, co-educational

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

eti

The Education and Training Inspectorate
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INTRODUCTION

1. Context

St Bronagh's Primary School is a maintained primary school situated in Rostrevor and moved to a new building in September 2017. Most of the children come from the local area; the enrolment has increased steadily in the past four years while the percentage of children entitled to free school meals has fallen. The principal is in post from 2013. The school participates in the Shared Education Signature Project with another local primary school. The children spoke positively about the shared learning experiences with their peers in the partnership school. The school participates in an Extended Schools Cluster of primary and post primary schools.

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 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.

St Bronagh's Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment	173	179	187	198
% School attendance	95.2	95.0	94.9	96.6
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage ¹	29.5	25.1	29.4	22.7
No. of children on SEN register	26	25	34	28
% of children on SEN register	15.0	14.0	18.2	14.1
No. of children with statements of educational need	*	*	*	6
No. of newcomer children	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

The very small number of parents who responded to the confidential, online questionnaires indicated their satisfaction with the work of the school. A very small number of non-teaching staff completed the questionnaire; however, no teachers responded to the questionnaire. The ETI has communicated to the principal and the chair of the board of governors the main findings, and any individual 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 and literacy;
- quality of provision with a particular focus on numeracy and literacy; and
- quality of leadership and management.

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

4. Overall findings of the inspection

Overall effectiveness	Unable to assure of 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 small number of children who met with the inspectors display a positive attitude to, and enjoyment of, mathematics. By year 7, the more able children have an understanding of key concepts across the areas of mathematics and were able to articulate their thinking and the strategies employed to solve a range of mathematical challenges.
- The group of year seven children who met with inspectors read with clarity and fluency, expressed their enjoyment of reading and justified confidently their choice of genre and author.

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 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 school development plan is informed by meaningful consultation with stakeholders and available data in order to identify future priorities.
- During the inspection, the ETI met with a representative of the board of governors. It was reported that the governors are well-informed about the life and work of the school and contribute effectively to the management of the school by carrying out appropriately their challenge and support roles.

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. However, owing to action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.
- During the inspection, inspectors met with a group of year 6 children; they were confident, polite and courteous; know what to do and who to speak to if they are concerned about their safety and well-being. The children spoke very positively about their experiences in school and how the encouragement and support they receive from staff helps them to learn.

9. 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](#)

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:

- meetings with groups of children;
- meeting with the principal and the chair of the board of governors;
- meeting with the principal; and
- meeting with the vice-principal.

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 management²:

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.

² And the overall provision in a unit, as applicable.

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