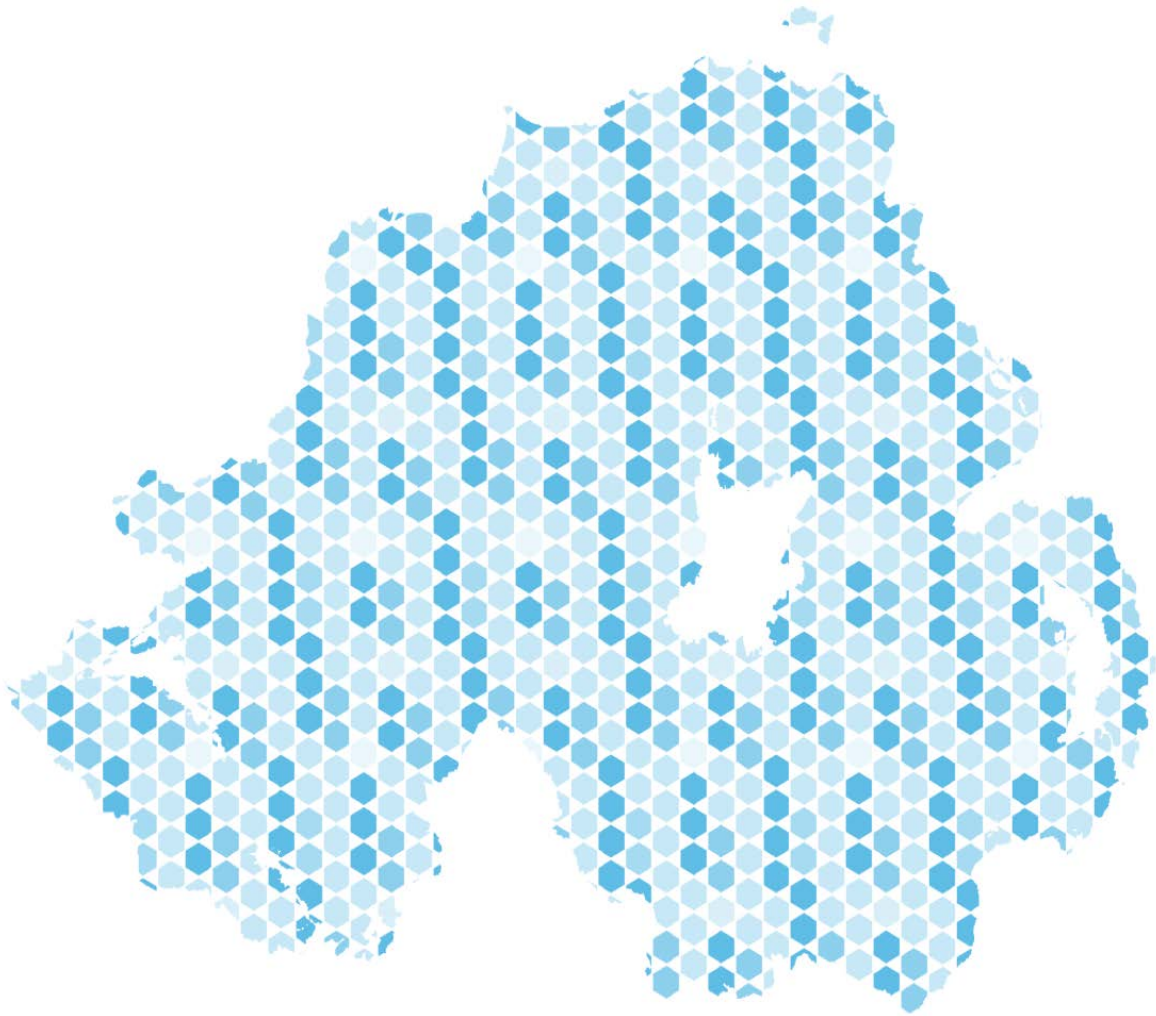


PRIMARY INSPECTION



Education and Training
Inspectorate

Templepatrick Primary School and
Nursery Unit, Templepatrick,
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
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INTRODUCTION

1. Context

Templepatrick Primary School and Nursery Unit is a controlled, co-educational primary school located in the village of Templepatrick, County Antrim. Most of the children come from the surrounding area and the nursery unit provides two part-time sessions. The enrolment has increased steadily over the past four years and is currently at almost full capacity. In the same period, the proportion of children entitled to free school meals has remained relatively stable, while there has been a slight decline in the number of children requiring additional help with aspects of their learning. The school holds a green flag award as an Eco-School and is celebrating recent successes such as, receiving accreditation as a Level 1 Rights Respecting School and securing first place in the 2016 Northern Ireland Anti-Bullying Forum competition.

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 almost all of the teachers would not 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.

Templepatrick Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	384	397	403	404
% School attendance	96.6	96.9	97.1	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	7.3	8.6	7.9	7.2
No. of children on SEN register	53	55	56	51
% of children on SEN register	13.8	13.9	13.9	12.6
No. of children with statements of educational need	6	*	*	5

Source: data as held by the school.

*fewer than 5

N/A not available

2. Views of parents and non-teaching staff

Fourteen percent of parents and thirty-four percent of non-teaching and support staff submitted responses to the confidential questionnaire. Almost all of the parental responses were in agreement that the school is well led and managed, at all levels. The written comments emphasised the effective leadership of the principal and the wide range of learning opportunities provided by the teachers. The responses from the non-teaching and support staff were mostly positive; they indicated high levels of satisfaction with their role in the school and expressed how all staff work collegially in the best interests of the children. The ETI has communicated to the principal and representatives of the board of governors the main issues arising from the questionnaires.

¹ 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:

- 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 with a particular focus on numeracy and literacy including across the curriculum and the nursery unit; 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
Nursery Unit	No performance level available

KEY FINDINGS

5. Outcomes for learners

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

- The most able children from year 7 read with fluency and expression. They talk confidently about a wide range of reading preferences and discuss character and plot with enthusiasm, showing a good understanding of the writer's choice of language. In mathematics, they demonstrate a secure knowledge and understanding of key concepts across the mathematics curriculum and, whilst problem-solving, the children are able to articulate their strategies using the correct mathematical language.

The ETI was unable to evaluate:

- 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 high degree of involvement in the life of the school and exercise the challenge function, where appropriate, to support further the improvement work undertaken and to manage the school's resources more efficiently.
- The school development plan is produced through consultation with all stakeholders and identifies priorities; however, the associated action plans are not informed sufficiently by robust analysis of the school's internal performance data.
- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. In discussions with inspectors, a group of children from year 6 reported that they feel happy and safe in school and know who to talk to if they have any worries or concerns.

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.

CONCLUSION

8. Overall effectiveness

Owing to the impact of the action short of strike being taken by 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. 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.

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.
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.

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

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