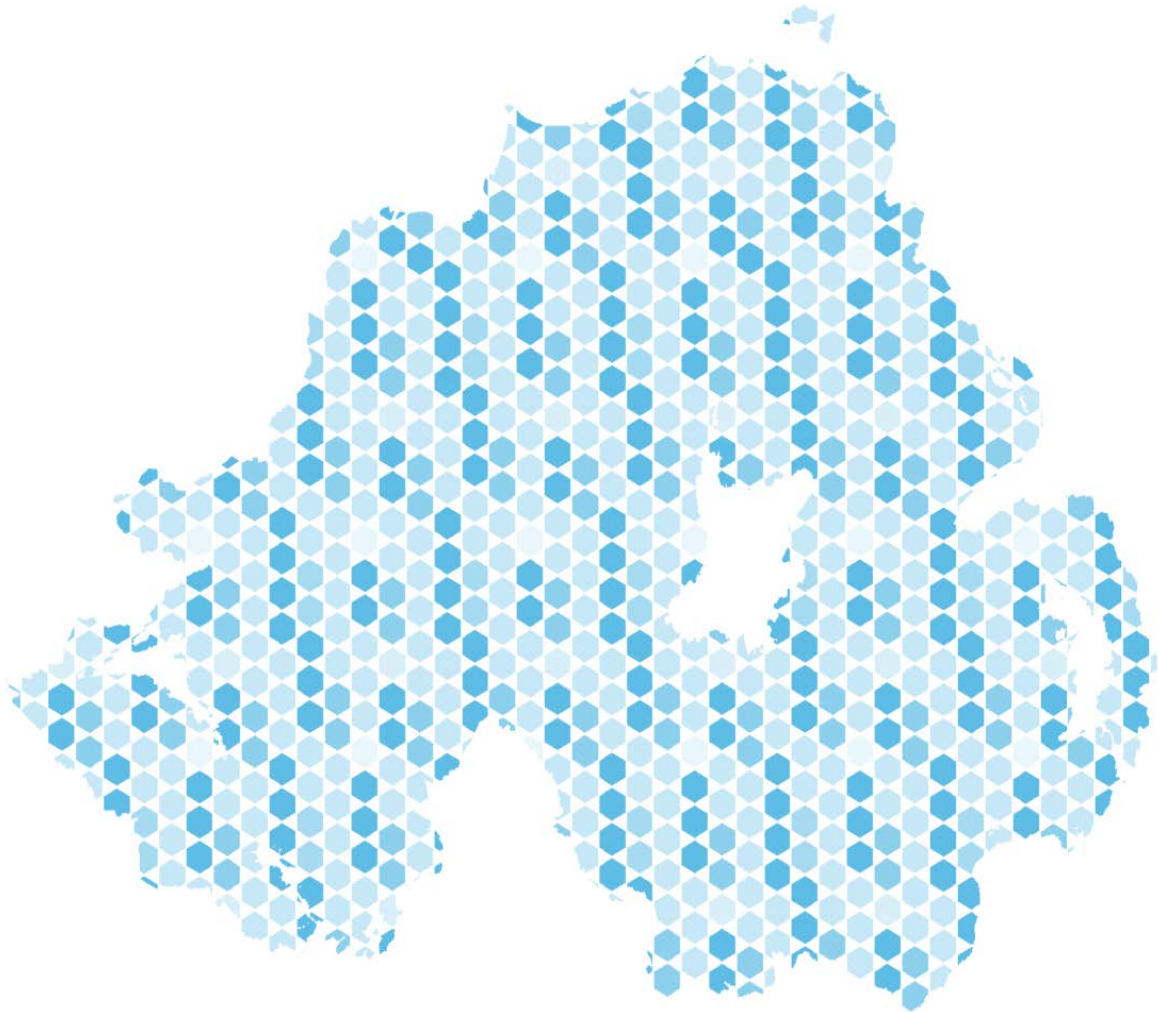


PRIMARY INSPECTION



Education and Training
Inspectorate

St Peter's Primary School,
Belfast

Maintained, co-educational

Report of a Sustaining Improvement
Inspection (Involving Action Short of
Strike) in May 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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CUSTOMER
SERVICE
EXCELLENCE



Sustaining Improvement Inspection of St Peter's Primary School, Belfast (103-6620)

Introduction

The previous inspection in March 2015 evaluated the overall effectiveness of St Peter's Primary School as good¹. Since the time of the last inspection, enrolment has increased steadily from 290 to 332 children. There has been significant changes to staffing, including the appointment of a new principal in December 2017. A sustaining improvement inspection (SII) was conducted on 24 May 2018.

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 have 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.

Focus of the inspection

The inspection focused on evaluating the extent to which the school is capable of demonstrating its capacity to effect improvement through self-evaluation and effective school development planning.

The lines of inquiry during the SII, which were areas for improvement from the last inspection, were to:

- continue to address the underachievement in mathematics; and
- plan strategically for the future special educational needs provision in the school.

Key findings

- The school's internal data shows that, in mathematics, almost all children, including those children identified as requiring additional support with their learning, attain as expected. The staff have improved the use of data to identify and address underachievement, and they have introduced a range of intervention strategies to support the children who are, or are at risk of, underachieving. The planning for learning regarding numeracy has also been developed further to meet the learning needs of all of the children, with a particular focus on the children's use of mathematical language and the children's understanding of mathematical processes.
- By year 7, the more able children have an excellent knowledge and understanding of all aspects of the mathematics curriculum, and have flexibility in their mathematical thinking.

¹ From September 2015, the overall effectiveness of a school evaluated previously as good has been reported as a school demonstrating the capacity to identify and bring about improvement.

- The co-ordination and development of the special educational needs provision is planned for strategically through the articulation of a clear vision for improvement, good links between in-class and withdrawal provision and close monitoring of the children's progress. The children's individual education plans have been reviewed to involve the children more effectively in the planning process. The teachers have participated in a well-structured, targeted programme of teacher professional learning to support the development of the special educational needs provision.
- In discussion with a sample of children from year 6, they spoke positively of: their learning experiences and the wide range of activities provided for them; the support provided by their teachers to help them with their learning; and, the caring ethos of the school.

The ETI was unable to evaluate:

- the quality of learning and teaching within the classrooms.

Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. It will be important for the school to:

- update its policy on child protection/safeguarding to provide parents with up-to-date guidance on how to raise a child protection/safeguarding concern; and
- ensure that the governors are kept fully informed of all child protection/safeguarding matters on a more regular basis in line with their statutory responsibilities.

The group of children from year 6 reported that they feel safe in school and that they are aware of what to do if they have any concerns about their safety or well-being. 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.

Conclusion

Owing to the impact of the action short of strike being taken by the teachers, the ETI is unable to assure parents/carers, and the wider school community and stakeholders of the quality of education being provided for the children. This will be reflected in future inspection activity.

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