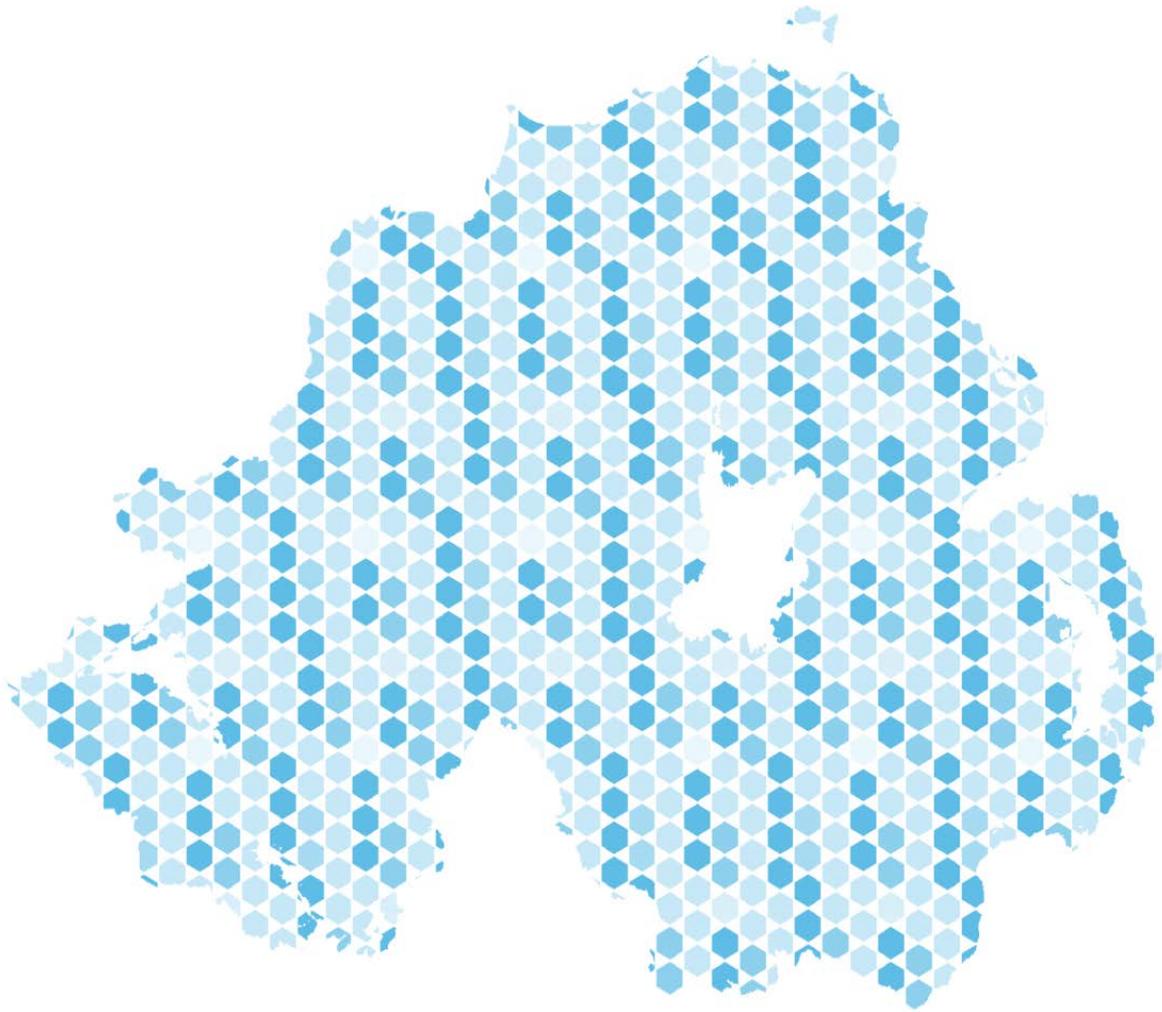


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Good Shepherd Primary School  
and Nursery School, Derry

Maintained, co-educational

Report of an Inspection (Involving  
Action Short of Strike) in  
June 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



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## INTRODUCTION

### 1. Context

Good Shepherd Primary School and Nursery School is situated in the Waterside area of Derry City. Almost all of the children come from the surrounding area. The primary school enrolment has increased slightly over the past four years and is now 436 children; including the 53 children who attend the nursery school. Approximately one-quarter of the children are entitled to free school meals and around one-tenth require additional support with aspects of their learning. The number of children presenting with English as a second language is one-fifth of the total enrolment. The school is designated as a Rights Respecting School since 2010.

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 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 limited evaluations are based on the evidence as made available at the time of the inspection.

Good Shepherd Primary School and Nursery Unit	2013-14	2014-15	2015-16	2016-17
Enrolment	411	423	423	436
% School attendance	95.5	95.0	N/A	N/A
% NI Primary school average	95.6	95.4	95.5	N/A
% FSME Percentage <sup>1</sup>	24.3	25.5	25.8	25
No. of children on SEN register	47	43	41	41
% of children on SEN register	11.4	10.1	9.6	9.4
No. of children with statements of educational need	6	6	*	7
No. Of newcomer children	82	89	82	94

**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 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 literacy and numeracy including across the curriculum and how the school is addressing low attainment and underachievement where applicable;

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

- quality of provision with a particular focus on literacy and numeracy 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

<b>Overall effectiveness</b>	Unable to assure of the quality of education
<b>Outcomes for learners</b>	No performance level available
<b>Quality of provision</b>	No performance level available
<b>Leadership and management</b>	No performance level available
<b>Nursery Unit</b>	No performance level available

### KEY FINDINGS

#### 5. Outcomes for learners

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

- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the Department of Education. 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.

Work on the following aspects need to be completed:

- to review and update more regularly all relevant safeguarding policies to reflect fully the Department of Education's Circulars.

The ETI was unable to evaluate the:

- effectiveness of strategic leadership and governance;
- effectiveness and impact of middle leadership; and
- 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 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.

**Health and safety**

1. The perimeter fence between the front playground, the adjoining car park and the adjacent boundary fence represents a health and safety risk.

### **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.

The arrangements for inspection include:

- 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.

The arrangements for this inspection included:

- a meeting with representatives from the governors.

## 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 management<sup>2</sup>:

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.

<sup>2</sup> And the overall provision in a subject area or unit, as applicable.

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