

Education and Training Inspectorate

PRIMARY INSPECTION



Cumber Claudy Primary School, Claudy, County Londonderry

Controlled, co-educational DE Ref No (201-6372)

Report of an Inspection (Involving Action Short of Strike) in May 2019

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INTRODUCTION

1. Context

Cumber Claudy Primary School is situated in the village of Claudy. All of the children attending the school come from the local community and surrounding rural area. The principal took up post in September 2017. The senior leadership team has been reorganised and now includes the principal and two senior teachers. The enrolment has increased steadily over the past four years. The school is involved in a shared education partnership with a maintained primary school.

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 not be co-operating with the inspectors. The principal and a governor co-operated with the inspection team in relation to safeguarding responsibilities. 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.

Cumber Claudy Primary School	2015-16	2016-17	2017-18	2018-19
Enrolment	139	145	141	157
% School attendance	97.2	97.4	96.3	N/A
% NI Primary school average	95.5	95.5	N/A	N/A
FSME Percentage ¹	33.1	33.8	34.0	38.9
No. of children on SEN register	40	46	44	37
% of children on SEN register	28.8	31.7	31.2	23.6
No. of children with statements of educational need	*	*	*	5
No. of newcomer children	0	0	0	0

Source: data as held by the school.

* fewer than 5

N/A not available

2. Children's, parents' and staff questionnaire responses

As a result of the action short of strike, the school did not distribute the online, confidential questionnaire information to children, parents and staff. Therefore, it is not possible to report on the views of children, parents and staff.

3. Focus of the inspection

The ETI was unable to evaluate the:

- outcomes for children with a particular focus on literacy;
- quality of provision with a particular focus on literacy including across the curriculum; 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 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 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 children from key stage (KS) 2, who met with the inspectors, talked enthusiastically about their shared learning experiences with their peers within the shared education partnership. In particular, they enjoyed working to solve problems through their science, technology, engineering and mathematics (STEM) projects. The children reflected on how they have developed a range of skills and deeper understanding of their social and emotional development through their engagement in 'Project Sparks'². They spoke with a clear and perceptive understanding of the importance of being respectful and supportive to those who are different to them. The children explained how they use a range of thinking strategies to help develop their resilience. They are keenly aware of environmental issues, enjoy taking on leadership roles and report that they are listened to and their views and ideas are valued and often acted upon.

The ETI was unable to evaluate fully:

- 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.

² An opportunity for the children to learn with others from a range of backgrounds.

7. Leadership and management

- The principal, working in close collaboration with the governors, has led an inclusive and systematic process in updating policies and procedures relating to safeguarding children.

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. The children from key stage (KS) 2, with whom the inspectors met, reported that they feel safe in school and know what to do if they have any concerns about their safety or welfare. 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.

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.

Health and safety

1. The principal has carried out appropriately a risk assessment of the access arrangements to the school site. It will be important that the internal gate leading to the playground and main entrance is secured as a matter of urgency.

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 an online, 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 the principal and a governor in relation to safeguarding;
- scrutiny of all safeguarding and child protection documentation;
- a health and safety walk around the school premises; and
- a discussion with a group of KS 2 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 management³:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners.
Does not impact positively enough on learning, teaching and outcomes for learners.

³ And the overall provision in a unit, as applicable.

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.

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