

Education and Training Inspectorate

PRIMARY INSPECTION



Bangor Central Integrated Primary School, Bangor, County Down

Integrated, co-educational DE Ref No (405-1680)

Report of a Sustaining Improvement Inspection (Involving Action Short of Strike) in March 2019



The Education and Training Inspectorate
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Sustaining Improvement Inspection of Bangor Central Integrated Primary School, Bangor, County Down (405-1680)

Introduction

The original inspection in May 2011 evaluated the overall effectiveness of Bangor Central Integrated Primary School as very good¹. The school took part in the pilot of the sustaining improvement inspection (SII) in June 2014. A second SII was conducted on 13-14 March 2019.

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 principal co-operated with the inspection team in relation to safeguarding responsibilities, self-evaluation and school development planning. 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.

Focus of the inspection

Owing to the school's participation in industrial action:

- the inspection was unable to evaluate fully the school's capacity to effect improvement through self-evaluation and effective school planning; and
- lines of inquiry were not selected by the school from the development plan priorities.

Key findings

- The school provided a range of relevant evidence to demonstrate the well-embedded culture of reflective self-evaluation which informs systematically the whole-school and individual year group improvement priorities. The professional development programme has focused on extending and integrating learning and teaching strategies across the curriculum and building further the children's problem-solving skills and creativity.
- The long-term planning for literacy and numeracy provides continuity and progression in the children's learning across the key stages. The school provided evidence of the positive impact of a specific reading programme on the development of the children's comprehension skills and their increased disposition to read.
- The group of year 6 children spoke confidently of their pride in, and understanding of, the school's inclusive ethos, their enjoyment of a wide variety of engaging learning experiences which develop their creativity and problem-solving and how they benefit from appropriate levels of challenge in their learning. They appreciate the various opportunities to take responsibility and to contribute to decision-making processes with the staff taking account of their views and suggestions.

¹ From September 2015, the overall effectiveness of a school evaluated previously as outstanding or very good has been reported as a school demonstrating a high level of capacity for sustained improvement.

The ETI was unable to evaluate fully:

- 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. The group of year 6 children with whom the inspectors engaged, reported that they feel very happy and secure in school and know how to keep safe online. They also value the helpful support and guidance the school makes available when they need it. 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 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. This will be reflected in future inspection activity.

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