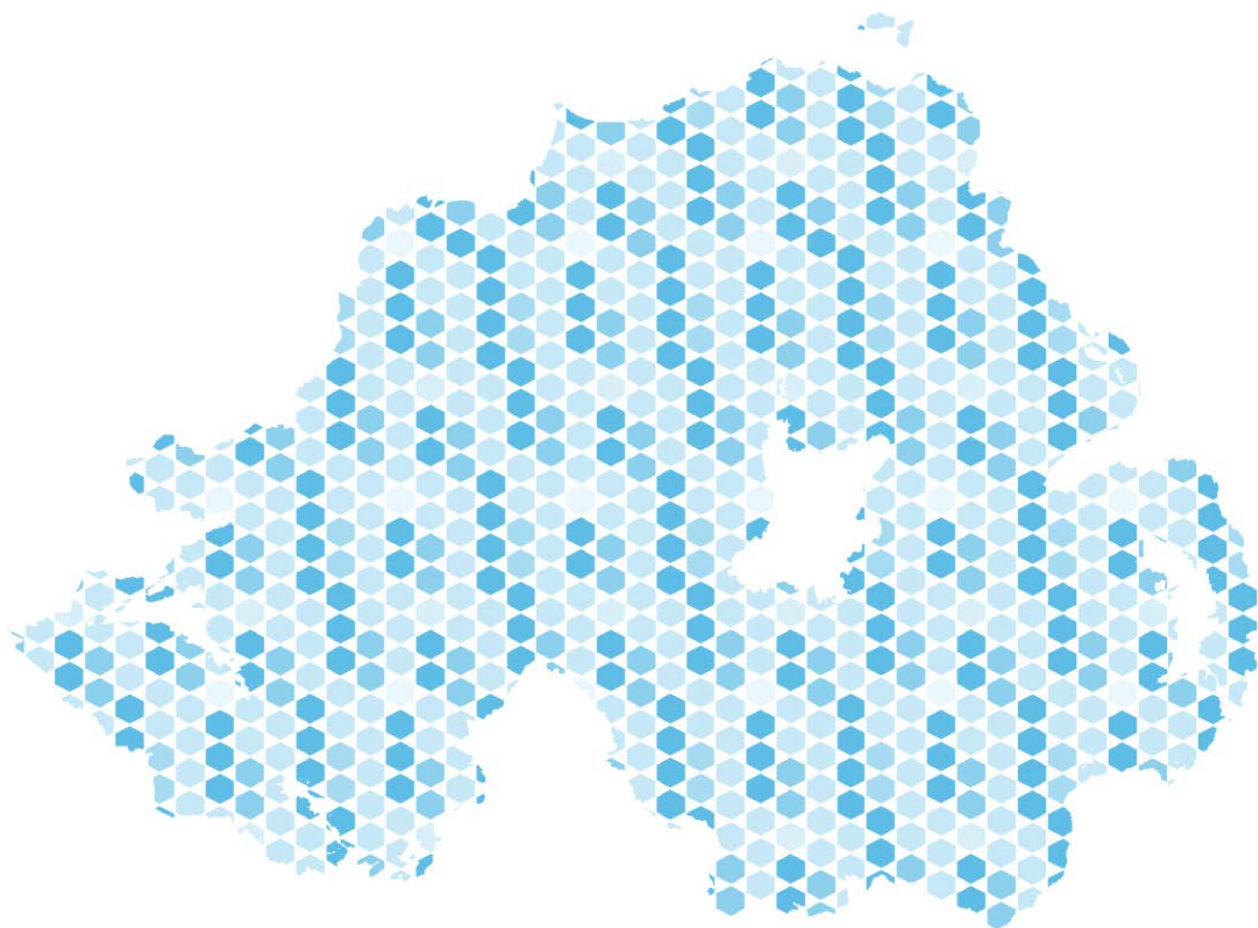


PRIMARY INSPECTION



Education and Training
Inspectorate

Londonderry Model Primary
School, County Londonderry

Controlled, co-educational

Report of a Follow-up Inspection
(Involving Action Short of Strike)
in October 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

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FOLLOW-UP TO THE INSPECTION OF LONDONDERRY MODEL PRIMARY SCHOOL, LONDONDERRY, BT48 7HJ (201-0380)

The Education and Training Inspectorate (ETI) carried out an inspection in Londonderry Model Primary School in May 2016 which concluded that the school needed to address important areas for improvement in the interest of all the learners.

The areas for improvement included the need:

- to improve the effectiveness of the strategic leadership at all levels in the school and nursery unit; including the capacity to self-evaluate robustly and to develop further the school development planning process;
- to improve the quality of the planning to ensure the needs of all the children are met effectively to improve the outcomes they achieve; and
- to improve the quality of the provision in the nursery unit.

The school's action plans were of a good quality and were adjusted appropriately in light of the feedback given by the ETI. The school's development plan was adjusted in light of the inspection findings. The ETI carried out an interim follow-up visit in October 2016.

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 all of the staff 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.

In the interval since the first follow-up inspection, actions or changes which affect the work of the school include:

- the curriculum leaders' roles and responsibilities were reviewed to include monitoring and evaluating procedures;
- the senior leadership team and curricular leaders, have received ongoing support from representatives of the Education Authority in the areas of leadership and management, nursery provision and curriculum improvement;
- the school development plan (SDP) is now compliant with the requirements of the School Development Planning Regulations (NI) 2010; and
- there has been a review of long-, medium- and short-term planning for learning across the school, including the nursery.

Key findings

- In discussions with inspectors, the year 7 children read with fluency and shared willingly their choice and preference of both author and genre of reading material. The most able children in year 7 have a good knowledge of key mathematical concepts and they demonstrate a variety of mental mathematical strategies.

- In discussions with inspectors, the year 6 children reported that they felt very safe in school and know what to do if they have any concerns about their well-being.
- An agreed, consistent format for planning across all curricular areas has been adopted.
- Monitoring and evaluation procedures are now in place for all curricular areas.
- The school development planning process is informed by meaningful consultation with the children, staff, parents and governors. Improved self-evaluation and action planning processes are now in place and are being monitored regularly by the governors, curricular leaders and teams.
- The governors have an active role in school life and, through recently established sub-committees, are monitoring the progress of the school development plan using first-hand evidence from curriculum leaders and the children.

Owing to action short of strike, the ETI was unable to evaluate fully the impact of reported actions taken and the extent to which the following areas for improvement have been addressed:

- to improve the effectiveness of the strategic leadership at all levels in the school and nursery unit; including the capacity to self-evaluate robustly and to develop further the school development planning process;
- to improve the quality of the planning to ensure the needs of all the children are met effectively to improve the outcomes they achieve; and
- to improve the quality of the provision in the nursery unit.

Consequently, there remains a need for Londonderry Model Primary School to address the important areas for improvement.

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. The school is a high priority for future inspection.

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