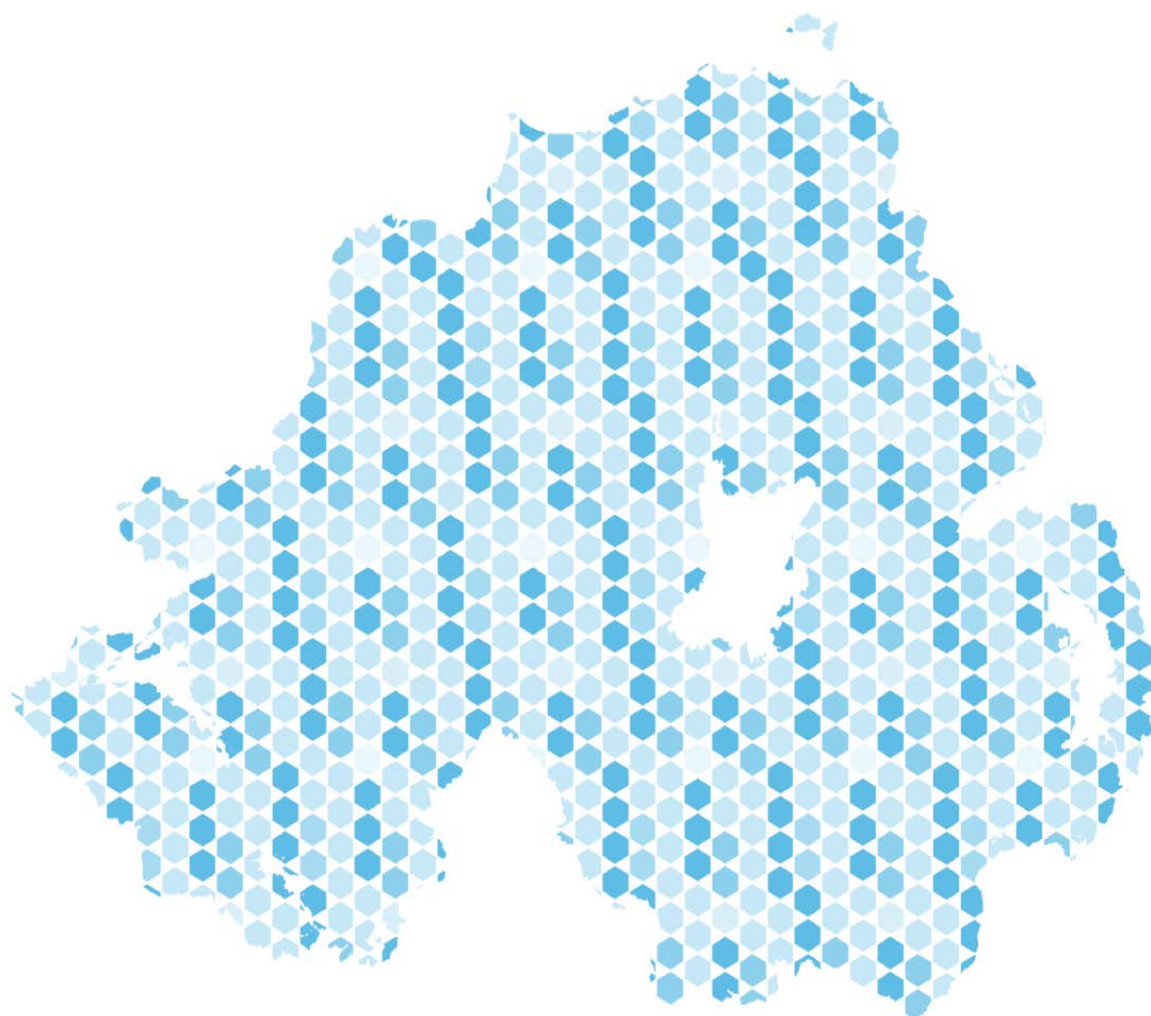


PRIMARY INSPECTION



Education and Training
Inspectorate

Gaelscoil Uí Dhochartaigh,
Strabane, County Tyrone

Irish-medium, co-educational

Report of an Inspection (Involving
Action Short of Strike) in
January 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

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 teachers, including the principal, 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.

2. Views of children, 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 nor facilitate the focus group meetings with children. Therefore, it is not possible to report on the views of parents and staff or children.

3. Focus of the inspection

The ETI was unable to evaluate the:

- outcomes for children and how the school is addressing low attainment and underachievement where applicable;
- quality of provision with a particular focus on numeracy and literacy including across the curriculum and the nursery unit; 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

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
Nursery Unit	No performance level available

KEY FINDINGS

5. Outcomes for learners

The ETI was unable to evaluate:

- standards attained by the children;
- 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 did not provide evidence that satisfactory arrangements are in place for safeguarding learners.

The ETI was unable to evaluate:

- the effectiveness of strategic leadership and governance;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement (including self-evaluation and the development planning process).

CONCLUSION

8. Overall effectiveness

Owing to the impact of the action short of strike being taken by the principal and teachers, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education and safeguarding being provided for the children. The school is a high priority for future inspection with no further notice.

The ETI will also return to the school within six weeks to monitor and report on the arrangements for safeguarding.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website
www.etini.gov.uk.

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, provision for learning and leadership and management:

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 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.

ADDENDUM TO THE REPORT ON THE INSPECTION OF GAELSCOIL UÍ DHOCHARTAIGH IN JANUARY 2017

The ETI returned to the school on 6 March 2017 to monitor and report on arrangements for safeguarding.

The purpose of the visit was to provide the school with a further opportunity to provide evidence on its arrangements for safeguarding: owing to action short of strike, the school did not provide evidence that satisfactory arrangements were in place at the time of the inspection on 23 January 2017.

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

In discussion, the children reported that they feel safe and cared for in the school. They know what to do and who to talk to if they are concerned about their safety or well-being.

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