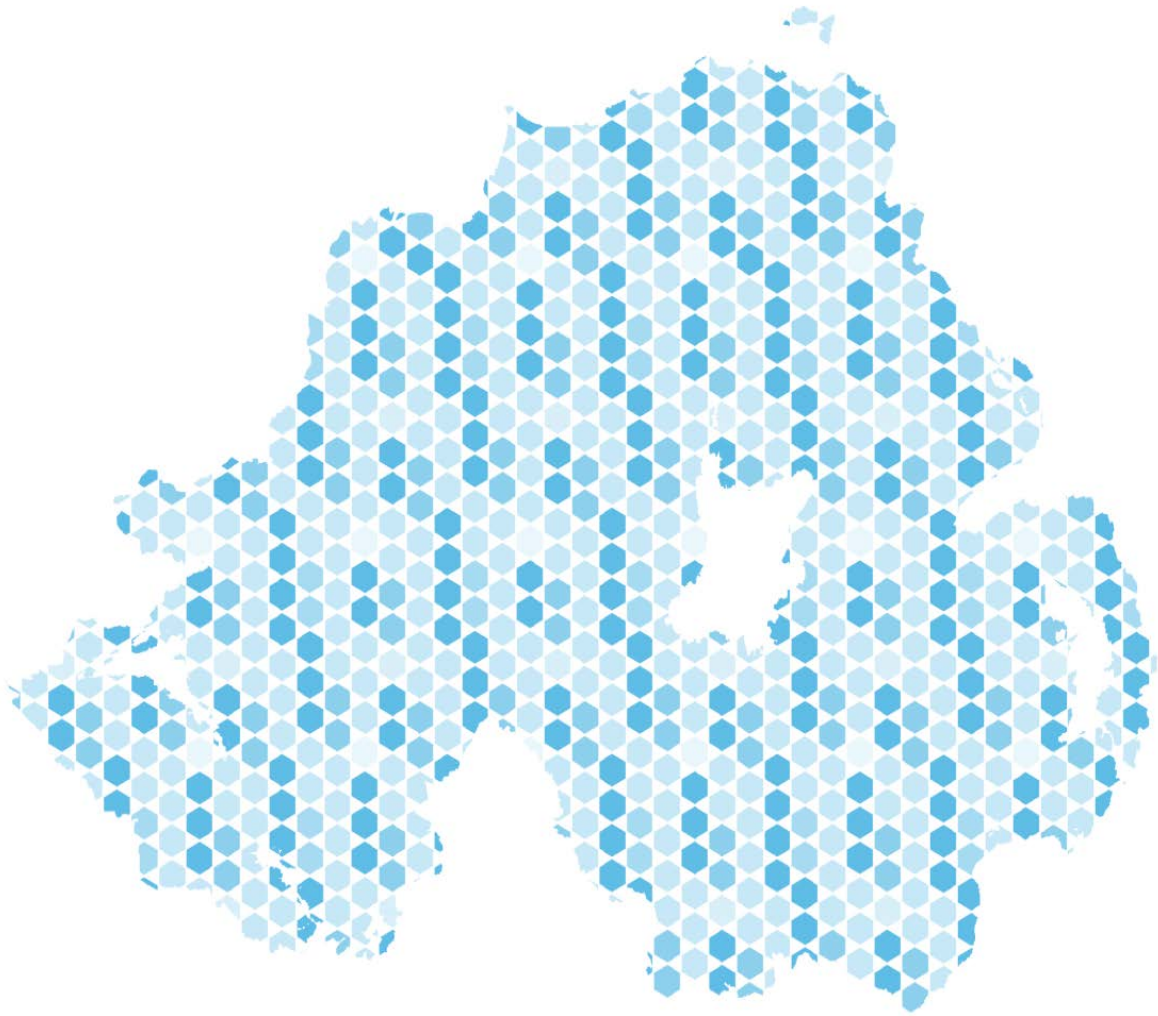


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Lissan Primary School,  
Cookstown, County Tyrone

Maintained, co-educational

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



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
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## INTRODUCTION

### 1. Context

Lissan Primary School is situated in the parish of Lissan, approximately three miles north-west of Cookstown, County Tyrone. The children come from the surrounding rural area and the nearby town of Cookstown. Since the last inspection, the school enrolment has increased significantly due, in part, to the closure of a nearby primary school. In addition, the accommodation has been enhanced with the addition of a mobile classroom.

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 and principal 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.

### 2. Views of parents and staff

One-third of parents responded to the confidential questionnaires and most indicated high levels of satisfaction with the life and the work of the school. In particular, the parents commented on the caring and approachable staff and the good progress of their children. A minority of the staff completed questionnaires and all of their responses were wholly positive; the staff emphasised the excellent working relationships that exist at all levels. The ETI has communicated to the chair of the board of governors the main findings, and individual issues arising, from the questionnaires.

### 3. Focus of the inspection

The ETI was unable to evaluate the:

- 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;
- quality of provision; 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 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

## 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 (including breadth, balance and appropriateness);
- 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.

## 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 return to the school within six weeks to evaluate 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: [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.

These arrangements include:

- meetings with the principal and teachers with specific responsibilities on the pre-inspection visit;
- 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 the chairperson of the board of 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>1</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>1</sup> And the overall provision in a subject area or unit, as applicable.

## **ADDENDUM TO THE REPORT ON THE PRIMARY INSPECTION OF LISSAN PRIMARY SCHOOL IN MARCH 2017**

The ETI returned to the school on 15 May to 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 28 March 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.

The following planned actions need to be completed:

- ratification of the updated safeguarding policy by the governors; and
- completion of introductory training in safeguarding for the deputy designated teacher.

In discussion, the year 6 children reported that they feel safe and happy in school, and play an important role in decision making and school improvement. They are aware of what to do if they have any concerns about their safety or welfare.

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