

# PRIMARY INSPECTION



Education and Training  
Inspectorate

Carhill Integrated Primary School,  
Garvagh, County Londonderry

Controlled, co-educational

Report of a Sustaining Improvement  
Inspection (Involving Action Short of  
Strike) in June 2018



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Department of Education  
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# **Sustaining Improvement Inspection of Carhill Integrated Primary School, Garvagh, County Londonderry (305-2071)**

## **Introduction**

The previous inspection in May 2015 evaluated the overall effectiveness of Carhill Integrated Primary School as good<sup>1</sup>. In the interim, there have been no significant changes to the staff apart from the teachers gaining permanent positions; the enrolment has remained stable at around 69 children. A sustaining improvement inspection (SII) was conducted on 7 and 8 June 2018.

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 other than in their middle and senior leadership capacity. 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**

The purpose of the SII was to evaluate the extent to which the school is capable of demonstrating its capacity to effect improvement through self-evaluation and effective school development planning. The school also provided evidence of provision for safeguarding as part of the inspection.

The line of inquiry during the SII was:

- to assess the quality of the monitoring and evaluation of the numeracy provision, along with improving further the consistency in planning, learning and teaching.

## **Key findings**

- Notable improvements have taken place in the monitoring and evaluation of the numeracy provision. Regular, formalised and systematic methods of monitoring are in place to monitor closely the provision, including all aspects of learning and teaching; the school makes good use of its findings to adjust its planning going forward. In addition, the data and information the co-ordinator gathers is used well to evaluate the children's learning experiences, progress and attainment.
- The improved planning for numeracy is systematic and detailed. Appropriate administrative structures are in place to support greater consistency in planning and there are ample quantifiable targets that are set that can measure success easily.
- In discussions with the inspectors, the group of year 5, 6 and 7 children talked positively about their experiences in school. The children identified School Council and contributing to the work of the Eco-committee as areas that provide them with good opportunities to be involved in issues that are important to them and which allow them to acquire new knowledge and skills. They talked positively about the working relationships they have with the staff and complimented the range of extra-curricular opportunities the school provides for them.

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<sup>1</sup> From September 2015, the overall effectiveness of a school evaluated previously as good has been reported as the school demonstrating the capacity to identify and bring about improvement.

The ETI was unable to evaluate fully:

- the lines of inquiry; and
- 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. In discussions with the inspectors, the group of children stated that they feel safe and are aware of 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 arrangements for safeguarding in the school.

### **Conclusion**

Owing to the impact of 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 education provided for the children. This will be reflected in future inspection activity.

**Health and Safety/Accommodation**

- The perimeter fence is not robust and secure in places.
- The raised footpath to the school is uneven and presents a tripping hazard.
- There are exposed holes in the playground, which present very serious and unforgiving tripping hazards.
- There is no assembly hall, which limits the school's ability to deliver the statutory PE curriculum in-house, raising issues of equality of opportunity for the children. In addition, this means there is a lack of a single indoor gathering point for assemblies, meetings and school performances.

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