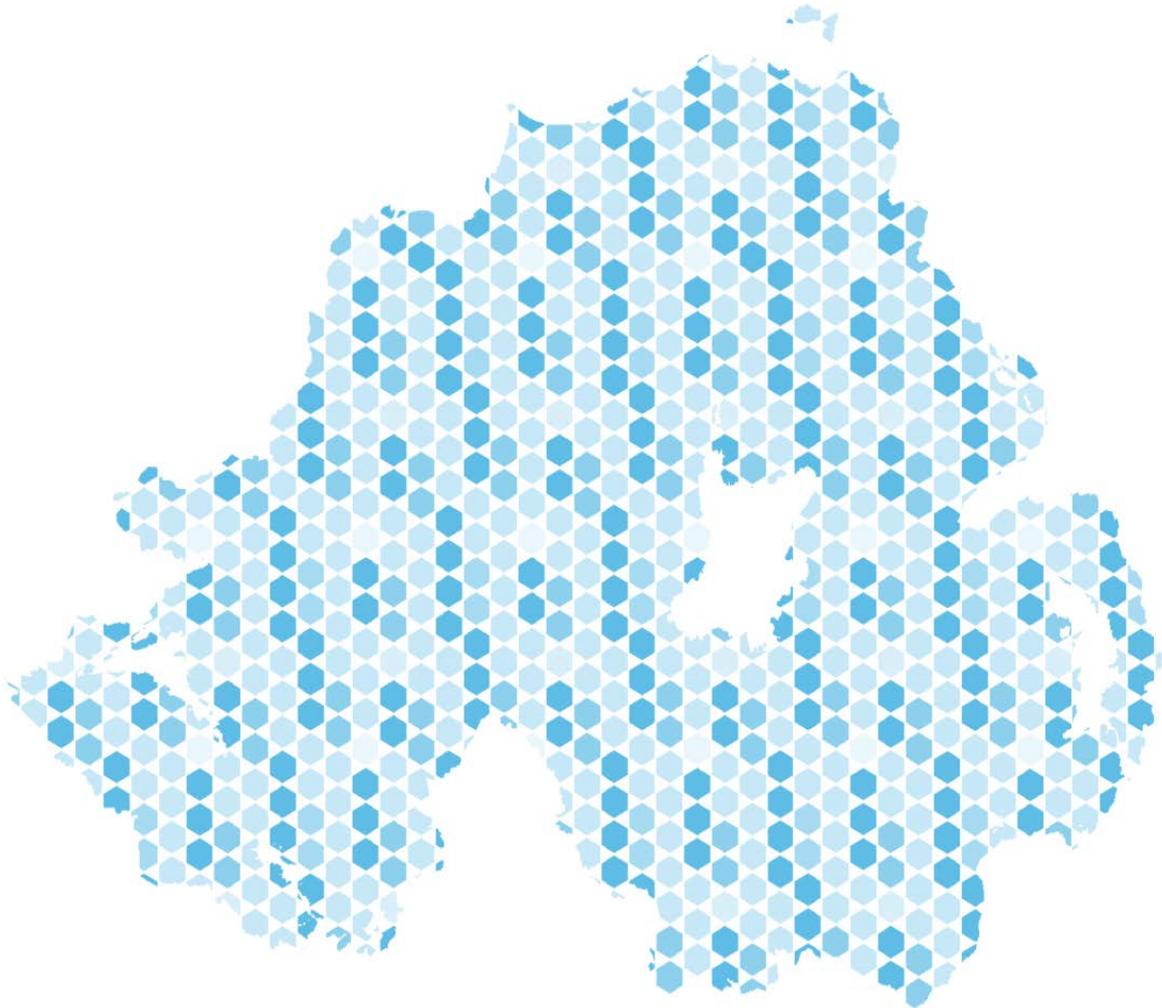


PRIMARY INSPECTION



Education and Training
Inspectorate

Spires Integrated Primary School,
Magherafelt, County Londonderry

Grant maintained integrated

Report of a Sustaining Improvement
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



Sustaining Improvement Inspection of Spires Integrated Primary School (306-6613)

Introduction

The previous inspection in January 2014, evaluated the overall effectiveness of Spires Integrated Primary School as good¹. Since the last inspection, a new vice-principal has been appointed. A sustaining improvement inspection (SII) was conducted on 31 January 2017.

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 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 available at the time of the inspection.

Focus of the inspection

The inspection focused on evaluating the extent to which the school is capable of demonstrating its capacity to effect improvement through self-evaluation and effective school development planning.

The lines of inquiry during the SII were:

- to develop further the role of the curriculum leaders in leading, monitoring and evaluating the provision more rigorously in their respective areas; and
- to improve the provision for and children's standards in numeracy through a focus on mental mathematics and in literacy through a focus on the development of writing.

Key findings

- The strategic leadership is well-informed, reflective and focused on improving the provision for the children and the standards they attain. The priorities in the school development plan have been identified through effective self-evaluation and consultation with children, staff, parents and governors. There is good use of internal assessment data to identify high, low, and underachievement and to monitor the children's progress.
- During the discussion with a group of year 6 children, the children spoke with confidence and insight about their learning, their rights and responsibilities in school and their contribution to improving aspects of school life.

The ETI was unable to evaluate:

- an area for improvement which the school needed to address from the original inspection in 2014;

¹ A school previously evaluated as good has been reported as the school demonstrating the capacity to identify and bring about improvement.

- the lines of enquiry, including, through discussion, the work of the co-ordinators; and
- the quality of the teachers' planning for learning, the learning and teaching within the classrooms and the standard of the children's work in their books.

Safeguarding

- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. In discussion with a group of year 6 children, they reported that they enjoy school and feel safe. 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 teachers, 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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