

PRIMARY INSPECTION



Education and Training
Inspectorate

St Scire's Primary School, Trillick,
County Tyrone

Maintained, co-educational

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

eti

The Education and Training Inspectorate
Promoting Improvement

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Department of Education
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CUSTOMER
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Sustaining Improvement Inspection of St Scire's Primary School, Trillick, County Tyrone (203-6153)

Introduction

The previous inspection in April 2015 evaluated the overall effectiveness of St Scire's Primary School as very good¹. A sustaining improvement inspection (SII) was conducted on 15 May 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 all of the teachers, including the principal, would not be co-operating fully 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.

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 school also provided evidence of provision for safeguarding as part of the inspection.

The line of inquiry during the SII was:

- the development of a whole-school and more consistent approach to evaluating the improvements in reading as a result of the introduction of a new reading initiative and associated comprehension activities.

Key findings

- There is a well-constructed school development plan which is informed through a wide range of consultation which provides a clear rationale for improvement priorities in literacy, numeracy and information and communication technology (ICT). The monitoring and evaluation of reading standards is supported by the staff's analysis of data which tracks improvements in the outcomes for reading. Based on the evidence provided, the children's interest in novels and information books as the children progress through the school is improving. The school's internal literacy and numeracy performance data indicates that, by the end of key stage 2, nearly all children make the expected or better progress.
- The children's care and welfare is monitored through questionnaires and feedback about learning; their views and attitudes inform the whole-school priorities identified for improvement. The children contribute to the School- and Eco-Councils and are proud of their achievements in the sporting, arts and technology competitions. A group of children from year 6 reported that they enjoy reading for pleasure.

¹From September 2015, a school evaluated previously as very good has been reported as the school demonstrating a high level of capacity to identify and sustain improvement.

The ETI was unable to evaluate:

- 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. A group of children from year 6 reported that they feel safe in school and know what to do if they have any concerns about their safety or well-being.

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 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. This will be reflected in future inspection activity.

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