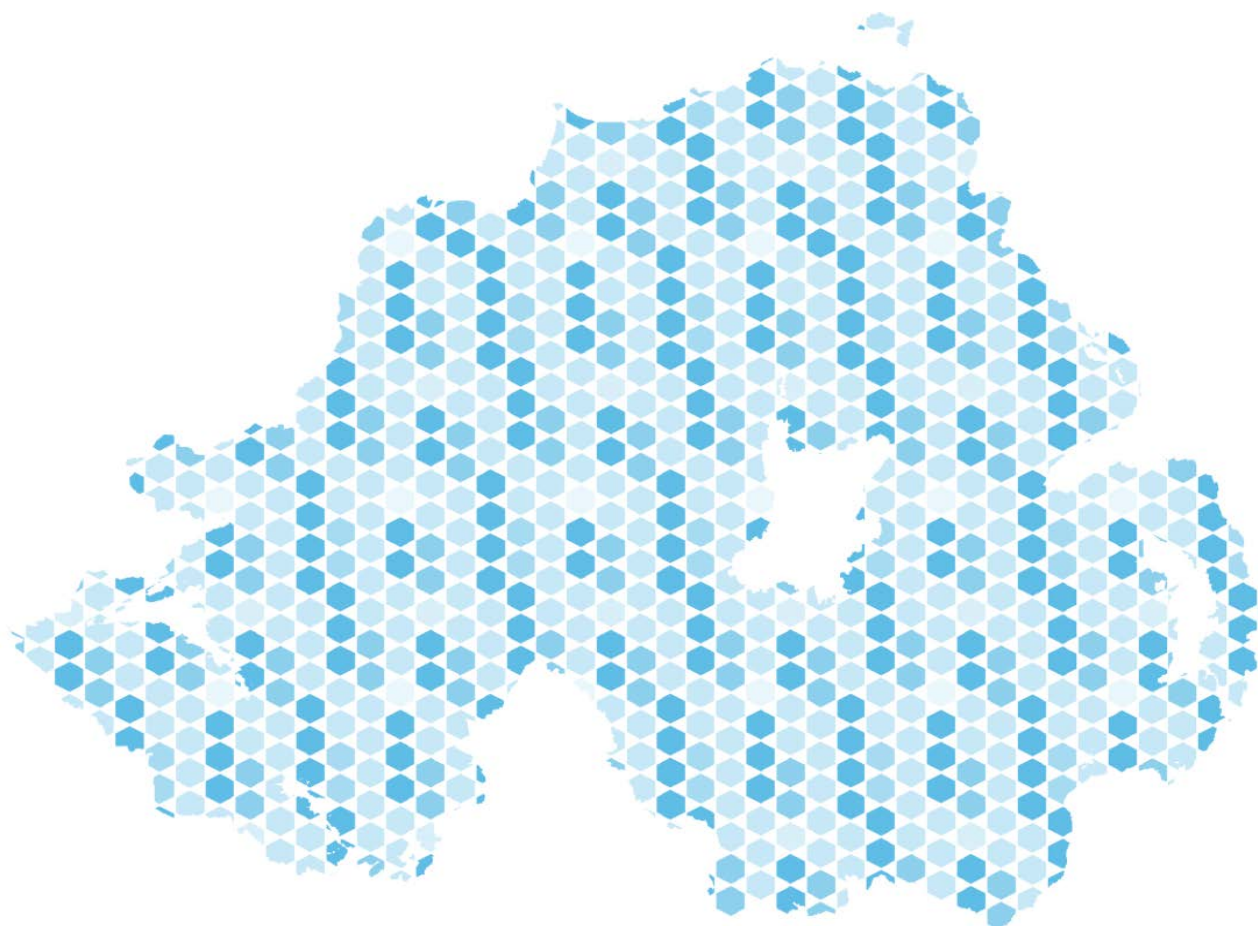


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Parkhall Primary School,  
Antrim

Controlled, co-educational

Report of a Follow-up Inspection  
(Involving Action Short of Strike)  
in May 2018



The Education and Training Inspectorate  
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## **FOLLOW-UP TO THE INSPECTION OF PARKHALL PRIMARY SCHOOL, ANTRIM, BT41 1AZ (301-6058)**

The Education and Training Inspectorate (ETI) carried out an inspection of Parkhall Primary School in November 2015<sup>1</sup> and a follow-up inspection in March 2017<sup>2</sup>, which concluded that the school needed to address important areas for improvement in the interest of learners<sup>3</sup>.

The areas for improvement were to:

- develop further the teachers' rigorous use of self-evaluation in planning in order to raise the quality of the learning and teaching;
- define clearly the roles and responsibilities of the staff within the revised management structure;
- establish an appropriately progressive programme for play-based learning in the foundation stage; and
- increase the pace of change.

The school's development plan and action plans were adjusted in light of the feedback given by the ETI.

The ETI carried out an interim follow-up visit in November 2017 and a second follow-up inspection in 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 none of the teachers would 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 and the following evaluations are based on the evidence as made available at the time of the inspection.

In the interval since the initial inspection and follow-up inspection, the following actions or changes which affect the work of the school have taken place:

- the roles and responsibilities of the staff, within the revised management structure, are now more clearly defined and the job descriptions for teaching staff have been revised and agreed;
- the school have sourced funding and purchased additional resources to support the children's learning;
- the newly appointed teacher has taken on the role of the foundation stage and play-based learning co-ordinator which provides stability within the foundation stage;

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<sup>1</sup> <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/primary-inspection-parkhall-primary-school-antrim.pdf>

<sup>2</sup> [https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/follow-up-inspection-parkhall-primary-school-antrim-301-6058\\_0.pdf](https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/follow-up-inspection-parkhall-primary-school-antrim-301-6058_0.pdf)

<sup>3</sup> Prior to September 2015, the term 'satisfactory' was used in inspection reports for overall conclusions where there were important areas for improvement.

- consultation has taken place within the school community to inform further the priority areas within the school development plan including arrangements for the safety and welfare of the children at break and lunch time; and
- the staff has undertaken relevant training in key areas for development.

### **Key findings**

- The children in the foundation stage participate more regularly in learning outdoors; they are benefiting from a new canopy area and additional resources outside their classroom.
- The co-ordinators monitor and provide feedback on the teachers' planners. The teachers' evaluations indicate that most are reviewing effectively the learning and teaching.
- The action plans remain an area for improvement. They lack a clear statement of the baseline position in each area for improvement and measurement of the impact of the actions for improvement in the children's learning.

Owing to action short of strike, the ETI was unable to evaluate fully the following areas for improvement:

- develop further the teachers' rigorous use of self-evaluation in planning in order to raise the quality of the learning and teaching;
- establish an appropriately progressive programme for play-based learning in the foundation stage; and
- increase the pace of change.

Consequently, there remains a need for Parkhall Primary School to address important areas for improvement.<sup>4</sup>

### **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. The school is a high priority for future inspection with no further notice.

Further action will be considered by the Department of Education.

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<sup>4</sup> The Department of Education will seek assurance from the Education Authority that they are working with the school in relation to the inspection report.

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