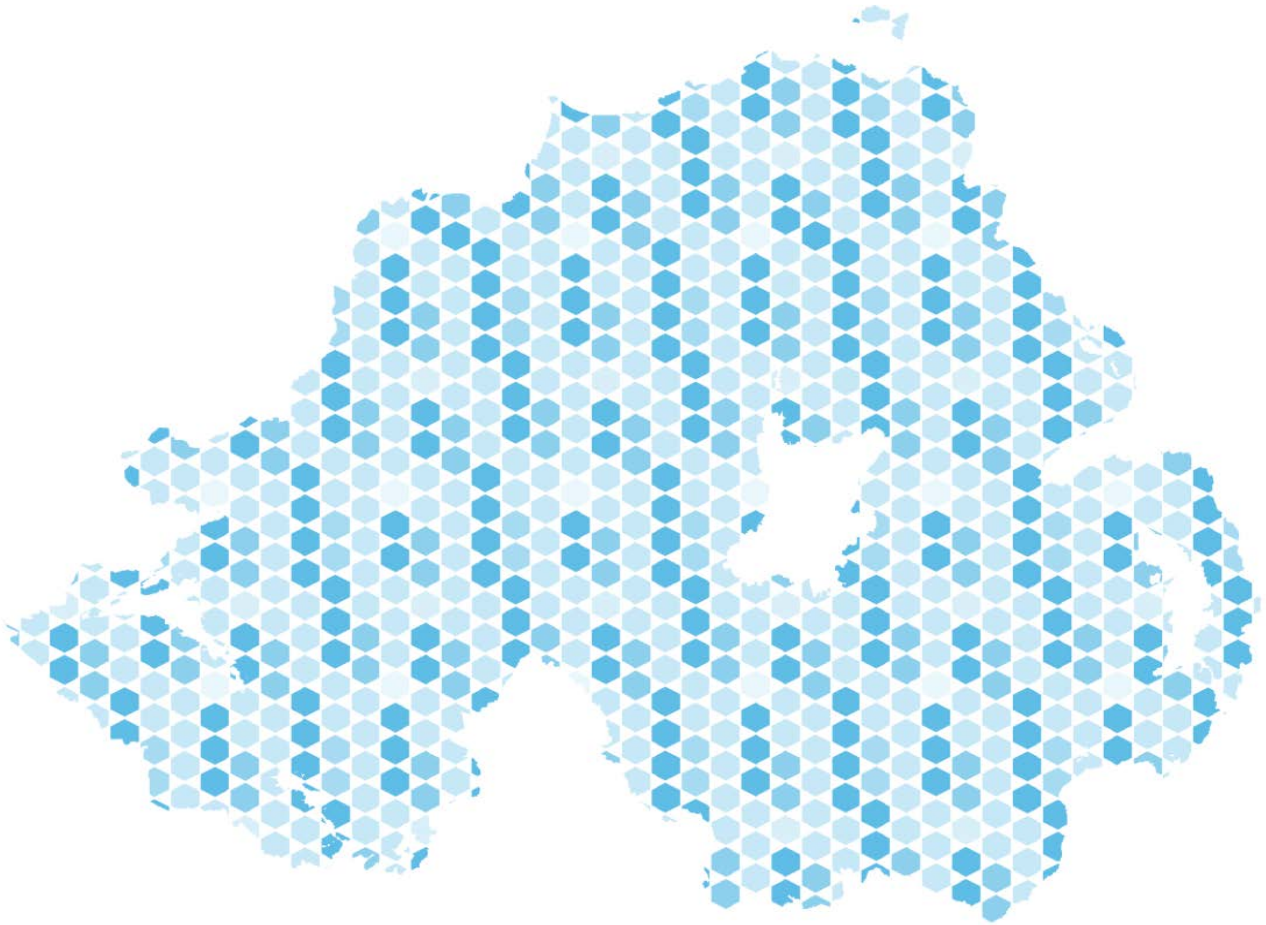


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Woodlawn Primary School,  
Carrickfergus, County Antrim

Controlled , co-educational

Report of a Follow-up Inspection  
(Involving Action Short of Strike)  
in March 2017



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## **A SECOND FOLLOW-UP TO THE INSPECTION OF WOODLAWN PRIMARY SCHOOL, CARRICKFERGUS BT38 8EZ (301-6225)**

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

The areas for improvement included the need:

- to continue to develop the capacity and effectiveness of the leadership and management; in particular the role of the principal in leading whole school improvement;
- to develop the role of the special educational needs co-ordinator; and
- to develop a more collegial and collaborative improvement among the whole staff team in order to embed and build on the improvements and continue to raise the standards in literacy and numeracy.

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 as made available at the time of the inspection.

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

- the appointment of a new special educational needs co-ordinator; and
- the creation of a school development plan (SDP) which is compliant with the requirements of the School Development Planning Regulations (NI) 2010.

### **Key findings**

- More strategic processes and procedures are in place to inform and guide whole school improvement. The processes for monitoring and evaluating learning and teaching are more effective at all levels; they are organised systematically and are based on a broader range of evidence. The governors receive more detailed information about school improvements through meetings with the co-ordinators.
- The new SDP is informed by consultation with the children, parents and governors. Higher expectations for all children to make progress each year are recorded more explicitly in the SDP.
- Improved structures support a more collaborative approach to whole school improvement including curricular teams. The co-ordinators' roles are focused more clearly on the improvement of learning, teaching and the outcomes in literacy and numeracy by the children. Data is being used more extensively to identify children who are underachieving and to track their progress. The process for the whole staff to review the children's work together contributes to sharing of best practice and expertise.

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<sup>1</sup> [Follow-up Inspection – Woodlawn Primary School, Carrickfergus | Education Training Inspectorate](#)

- The special educational needs policy has been updated and training provided to staff in order to identify children more efficiently for referral. The individual education plans are clear and track children's progress; the organisation of the progress meetings promotes a more collaborative review system.
- The improved methods in place to transfer information between each class and with the main feeder post-primary school facilitate more effective transitions and build on prior learning.
- The two interim inspection visits indicated improvements in the quality of the learning and teaching; almost all of the teaching observed was good or better.

Owing to the action short of strike at the time of the follow-up inspection, the ETI was unable to evaluate fully the impact of actions taken and extent to which the following area for improvements have been addressed:

- to continue to develop the capacity and effectiveness of the leadership and management; in particular the role of the principal in leading whole school improvement;
- to develop the role of the special educational needs co-ordinator; and
- to develop a more collegial and collaborative improvement among the whole staff team in order to embed and build on the improvements and continue to raise the standards in literacy and numeracy.

Consequently, there remains a need for Woodlawn Primary School to address the following important areas for improvement. The areas for improvement are to:

- continue to build on the improvements made through the follow-up inspection process in order to raise further the outcomes for all children; and
- use the available broad range of data to set clearer baseline positions and measurable targets of improvement in the action plans.

## **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.

The school may require external support to address the areas for improvement outlined in the key findings above<sup>2</sup>.

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<sup>2</sup> The Department of Education will seek assurance from the Education Authority (and/or employing authority) that they are working with the school in relation to the inspection report.

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