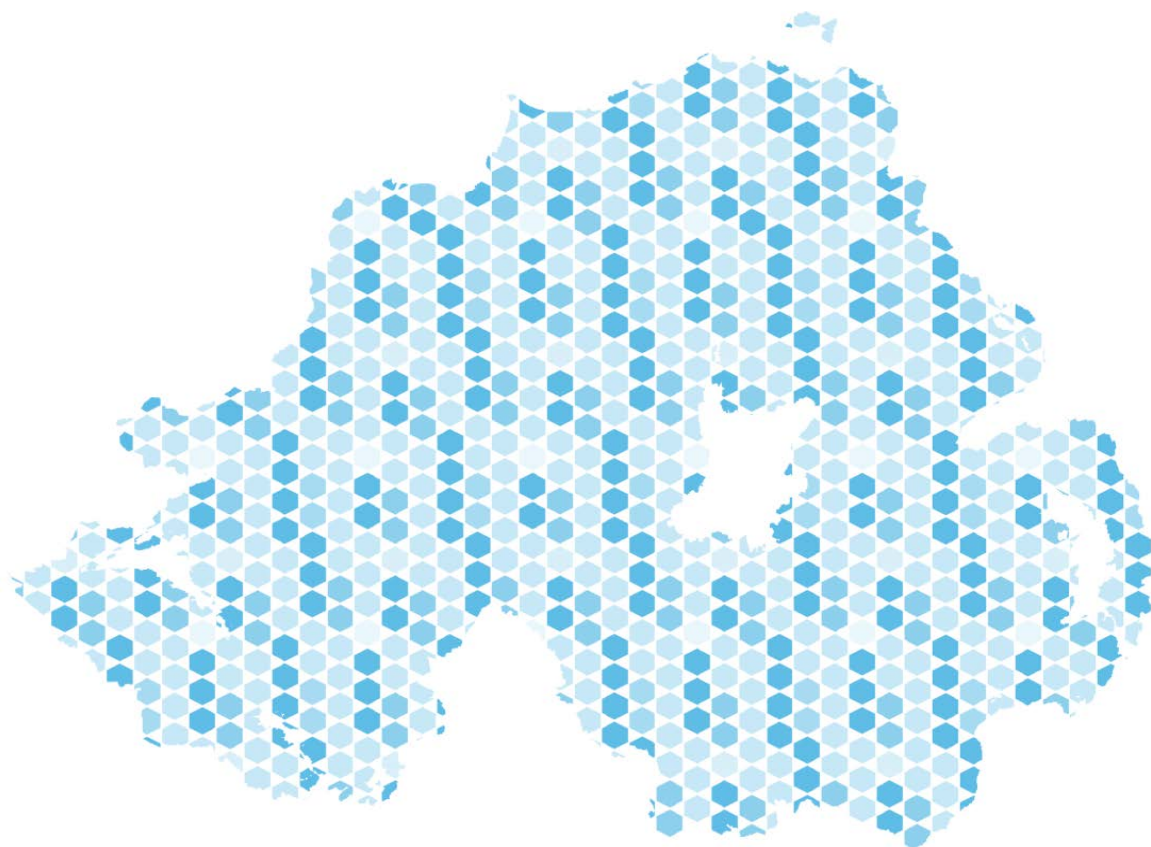


PRIMARY INSPECTION



Education and Training
Inspectorate

Cookstown Primary School,
Cookstown, County Tyrone

Controlled, co-educational

Report of a Monitoring 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



Monitoring Inspection of Cookstown Primary School, Cookstown, County Tyrone (501-2726)

Introduction

The aim of the Monitoring Inspection is to evaluate the extent to which the leadership and management uses self-evaluation effectively to inform the development planning process to bring about improvement. The outcome of the inspection will inform future inspection activity.

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.

Focus of the inspection

The ETI met with the principal, who provided information and documentation in relation to school improvement and safeguarding, and with the designated teacher for child protection and a group of children from year six.

The inspection focused on evaluating action to promote improvement and its impact on learning and teaching and outcomes for learners.

During the inspection, lines of inquiry were selected from the development plan priorities; the school was asked to demonstrate how the actions taken have led to improvement for the learners. The lines of inquiry focused on the school's actions to:

- raise standards in literacy, with a particular focus on writing; and
- raise standards in numeracy, with a particular focus on mental mathematics.

Owing to the teaching staff's participation in industrial action:

- the inspection was unable to evaluate the actions to promote improvement and their impact on learning and teaching and outcomes for learners; and
- the school was unable to demonstrate if and how the actions taken have led to improvement for the learners.

Key findings

- There is a well-conceived and coherent school development planning process, a consistent approach to target setting and agreed arrangements to monitor and evaluate the impact of the actions to promote improvement. The comprehensive school development plan is informed by meaningful consultation with all stakeholders and the effective use of data.

- The action plans for literacy and numeracy set out a concise and evaluative baseline and the targets focus sharply on improving further the provision and outcomes for the children.

Safeguarding

During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. The children reported that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare. 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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