

Education and Training Inspectorate

PRIMARY INSPECTION



Lisnadill Primary School, Armagh

Controlled, Co-educational DE Ref No (501-1153)

Report of a Sustaining Improvement Inspection (Involving Action Short of Strike) in May 2019



The Education and Training Inspectorate
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Sustaining Improvement Inspection of Lisnadill Primary School, Armagh (501-1153)

Introduction

The previous inspection in February 2016 evaluated the overall effectiveness of Lisnadill Primary School as having the capacity to identify and bring about improvement. Since the last inspection, enrolment of the school has increased by 20%, and the school is in its second year of a shared education partnership with a local maintained primary school. A sustaining improvement inspection (SII) was conducted on 9 May 2019.

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 staff would be co-operating with the inspection. The principal and chair of the board of governors co-operated with the inspection in relation to safeguarding responsibilities. 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

Owing to the school's participation in industrial action:

- the inspection was unable to focus on evaluating the extent to which the school is capable of demonstrating its capacity to effect improvement through self-evaluation and effective school planning; and
- a line of inquiry was not selected by the school from the development plan priorities.

Key findings

- The group of year 6 children, who met with the inspector, spoke positively about their learning experiences. In particular, they enjoy the educational trips; their information and communication technology (ICT) learning with children from another school, as part of the shared education partnership; and, the opportunities they have to play sports, particularly participation in sports tournaments. The children report that their school is very friendly and that all of the staff are kind to them and help them in their work.
- The children expressed enthusiasm for reading books, including the classics, and they are enjoying using a new online resource for learning in mathematics. The children spoke knowledgeably about their work on the School Council and their role in creating the classroom rules each year.

The ETI was unable to evaluate fully:

- a line of inquiry; and
- 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. The children from year 6 report that they feel safe in school and on school trips; they know who to speak to if they have any concerns about their safety or well-being. They are well informed about anti-bullying and knowledgeable about how to stay safe online. 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. The school is a high priority for future inspection with no further notice.

Health and Safety/Accommodation

Due to limited facilities, the staffroom is in use as a year 2/3 classroom. Appropriate risk assessments are in place and the Education Authority (EA) has been informed. The unsuitability of this accommodation as a learning environment for children in the foundation stage and key stage one is being reviewed currently by the school and the EA.

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