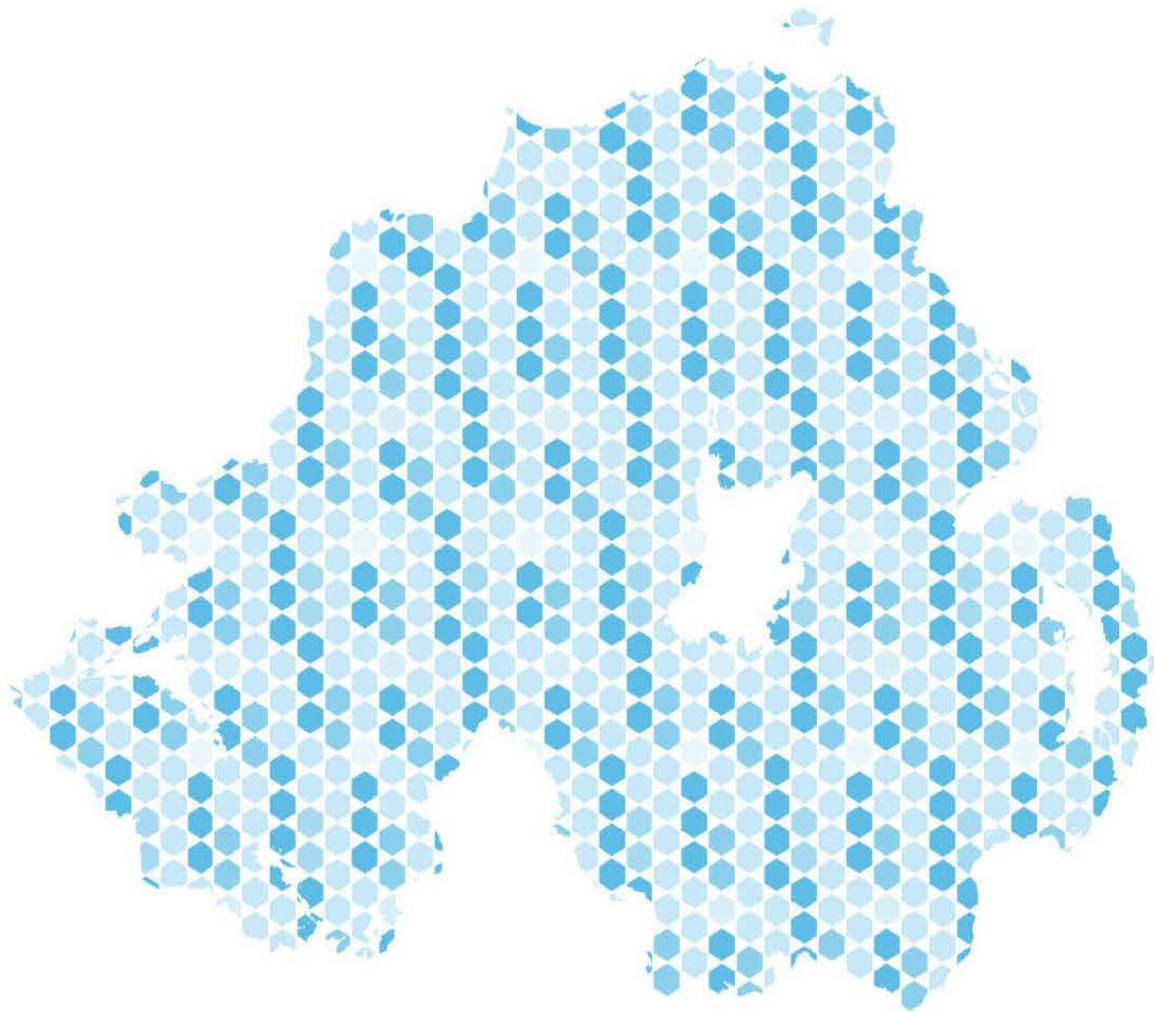


PRIMARY INSPECTION



Education and Training
Inspectorate

Phoenix Integrated Primary School
and Nursery Unit, Cookstown,
County Tyrone

Integrated, co-educational

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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CUSTOMER
SERVICE
EXCELLENCE



Sustaining Improvement Inspection of Phoenix Integrated Primary School and Nursery Unit, Cookstown, County Tyrone (506-6657)

Introduction

The previous inspection in December 2014, evaluated the overall effectiveness of Phoenix Integrated Primary School as good (from September 2015, the overall effectiveness of a school evaluated previously as good has been reported as the school demonstrating the capacity to identify and bring about improvement). In the interim, a nursery unit was established, the enrolment increased and the accommodation was extended and enhanced through a minor works programme. The school is in a well-established and successful shared education partnership with two other primary schools; the partnership has been identified as a Network of Shared School Improvement (NSSI) hub. A sustaining improvement inspection (SII) was conducted on 21 November 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 the staff would not be co-operating with the inspectors. The principal and vice-principal co-operated with the inspection team in relation to aspects of leadership and management, and safeguarding. 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 provided evidence of provision for safeguarding and documentation relating to the line of inquiry as part of the inspection.

The line of inquiry during the SII was:

- literacy; with a particular focus on the development of the children's writing.

Key findings

- A common and consistently systematic approach to the development of the children's writing, in a range of genres, is evident in the documentation, including samples of the children's work, presented. The literacy action plans, and subsequent detailed evaluations, focus clearly on the impact of the actions taken on the learning experiences provided for, and the outcomes attained by, the children.

- A group of children from years 6 and 7 spoke enthusiastically about their writing. They articulated maturely how they plan, draft and improve their work, explained confidently the features of different genre, and took pride in sharing and discussing examples of their writing across the curriculum, and for a range of purposes and audiences.

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. In discussions with the inspector, a group of year 6 children reported that they feel very happy and safe in school and are aware of what to do if they have any concerns about their safety or well-being; the children were particularly clear in relation to online safety. 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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