

Education and Training Inspectorate

PRIMARY INSPECTION



Presentation Primary School, Portadown, County Armagh

Maintained, co-educational DE Ref No (503-6586)

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 Presentation Primary School, Portadown, County Armagh (503-6586)

Introduction

The previous inspection in May 2016 evaluated the overall effectiveness of Presentation Primary School as having a high level of capacity to identify and bring about improvement. A sustaining improvement inspection (SII) was conducted on 28 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 teachers would be co-operating with the inspectors. The leadership co-operated with the inspection team in relation to leadership and 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

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 planning. The school also provided evidence of the provision for safeguarding as part of the inspection.

The line of inquiry during the SII was:

- to develop further the provision for information and communication technology (ICT) through the curriculum to enhance the teaching and children's learning.

Key findings

- The leadership has a clear vision for the holistic integration of ICT through the whole curriculum. The professional development opportunities in ICT for staff are linked closely to the school's priorities based on a thorough audit of skills. The excellent strategic planning for ICT is reviewed annually and collectively by staff. A robust cycle of self-evaluation leading to improvement is embedded effectively to bring about continuous improvement. The ICT planning is integrated into all curriculum areas, including for class topics with time provided to ensure that co-ordinators work collaboratively. The children have a wide range of opportunities for using ICT, for example, a green screen area, video and animation equipment, and a range of computing applications to reinforce aspects of their learning. The individual tracking of the children's ICT skills shows the year-on-year progress and additional skills the children attain.

- A group of year 6 and year 7 children spoke with enthusiasm about their opportunities for coding activities, researching their topics, using 'News desk' to publish their own stories and to read and comment on other contributions, and, for developing their presentation and communication skills at assembly and online, for example, making a safety video. There are many examples of the children's work using ICT to support a range of curricular areas including numeracy, literacy, the World Around Us, and creativity.
- A group of year 6 children report that they have very good opportunities to develop their leadership capabilities through their roles in the School-, Fairtrade- and Eco-Councils, for example, changing the school uniform, choosing additional playground equipment and Fairtrade assemblies.

The ETI was unable to evaluate fully:

- 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. A group of year 6 children explained their understanding of a range of strategies for keeping safe. They know who to talk to if they have any concerns about their well-being and 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 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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