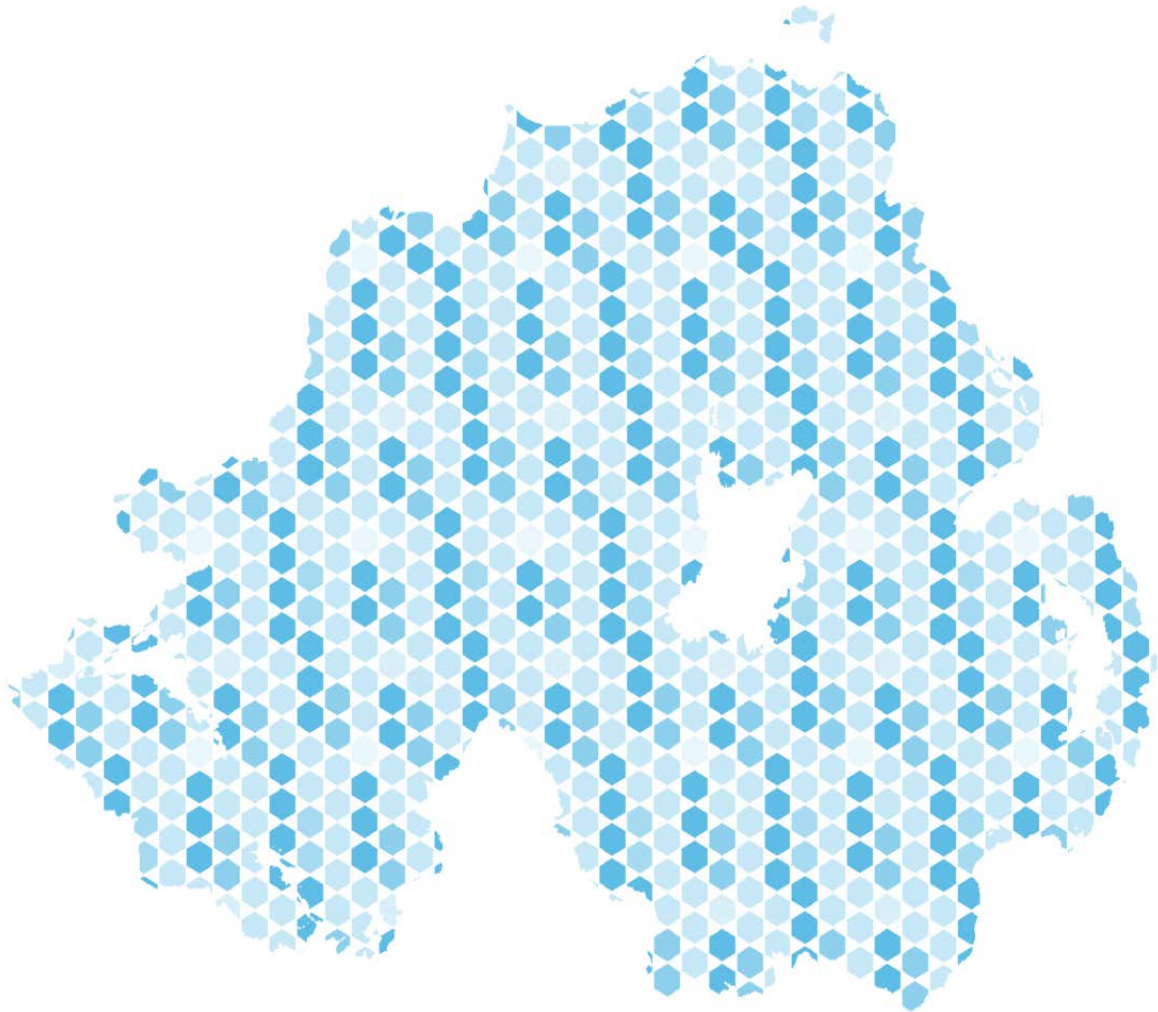


PRIMARY INSPECTION



Education and Training
Inspectorate

Round Tower Integrated Primary
School, Antrim

Integrated, co-educational

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Sustaining Improvement Inspection of Round Tower Integrated Primary School, Antrim (305-6248)

Introduction

The previous inspection in January 2015, evaluated the overall effectiveness of Round Tower Integrated Primary School as good¹. A sustaining improvement inspection (SII) was conducted on 6 February 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 a majority of the teachers would not 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.

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

The lines of inquiry during the SII were:

- raise the standards and outcomes in numeracy; and
- develop the children's higher order problem solving skills in mathematics.

Key findings

- The school development plan, action-planning and staff development have prioritised improvements in the standards of the mathematics provision. In the most effective practice, the teachers' planning outlines appropriately personalised learning and teaching strategies; the differentiation is implemented during the lessons. The school's internal data indicates that the outcomes in mathematics have improved further, during the last three years, so that almost all of the children make progress as expected.
- The most able year 7 children apply mathematical logic to deconstruct problems and use appropriate strategies to solve challenges in numeracy. During discussions with the children, they indicate how they enjoy solving problems in numeracy, however, their use of mathematical vocabulary during their explanations requires further development.

The ETI was unable to evaluate fully:

- the extent of the children's application of problem solving skills in mathematics within all of the classrooms.

¹ From September 2015, a school evaluated previously as good has been reported as a school demonstrating the capacity to identify and bring about improvement.

Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. In discussion with a group of children in year 6, they reported that they feel safe in school and know what to do and who to talk to if they have concerns about their safety or well-being. 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 a majority of 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.

© CROWN COPYRIGHT 2018

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk