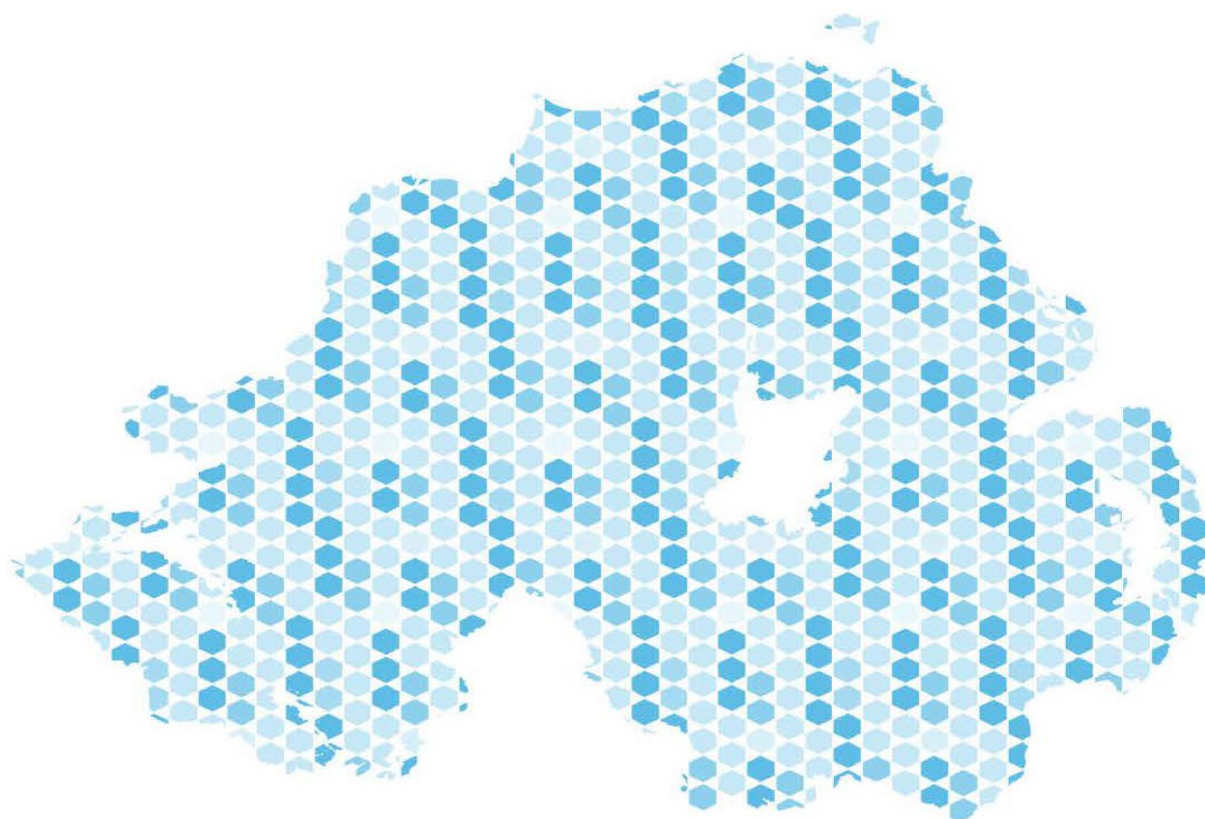


Education and Training Inspectorate

PRIMARY INSPECTION



St Conor's Primary School and Nursery Unit, Omagh, County Tyrone

Maintained, co-educational DE ref no (203-6116)

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



The Education and Training Inspectorate
Promoting Improvement

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CUSTOMER
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Sustaining Improvement Inspection of St Conor's Primary School and Nursery Unit, Omagh, County Tyrone (203-6116)

Introduction

The previous inspection in February 2016, evaluated the overall effectiveness of St Conor's Primary School and Nursery Unit as having a high level of capacity for sustained improvement. A sustaining improvement inspection (SII) was conducted on 11 February 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 principal 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 development planning. The school also provided evidence of provision for safeguarding as part of the inspection.

The line of enquiry during the SII was:

- the whole-school focus on broadening the children's learning experiences in literacy and numeracy in order to improve independent writing and mathematical problem-solving skills.

Key findings

- The well-constructed school development plan is informed through a wide range of consultation processes and sets out a clear rationale with high expectations and appropriate actions for sustaining whole-school improvement. The leadership outlined a robust and systematic approach to gathering evidence and data to monitor outcomes and progress in the children's learning. The school leadership is proactive in accessing relevant staff development and training with a focus on supporting the holistic development of the child. Initiatives to link with community services and to extend provision for family services are reported to be meeting the children's needs for support, intervention and childcare. The school has been successful in acquiring the inclusive schools award for the second three-year cycle and has won a number of awards for a range of extra-curricular activities.

- A group of year 6 and 7 children report that they have very good opportunities to develop their leadership capabilities and roles of responsibility through the Eco- and School-Councils. They are aware of the importance of inclusive arrangements to seek the views of all the children. The children report that they enjoy literacy and numeracy lessons and a broad range of learning experiences which helps them to focus on the skills needed for a range of potential ambitious career opportunities.
- Opportunities to be involved in community activities were reported by articulate class representatives from year 7 with examples of the children's involvement presented through informative displays of their work. The learning displays in the corridors and dining hall celebrate the use of a range of mathematical, literacy, art and information and communication technology (ICT) skills which connect effectively the children's learning in meaningful contexts.
- Samples of the children's work indicated that the staff, co-ordinators and senior leadership are focused on the outcomes for learning in order to develop further the children's writing and mathematical problem-solving.

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 reported that they feel safe in school and know what to do if they have any concerns about their safety or well-being. The children expressed high levels of satisfaction with the care and support provided by all the staff.

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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