

PRIMARY INSPECTION



Education and Training
Inspectorate

Tullygally Primary School and
Nursery Unit, Craigavon,
County Armagh

Controlled, co-educational

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



The Education and Training Inspectorate
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Sustaining Improvement Inspection of Tullygally Primary School and Nursery Unit, Craigavon, County Armagh (501-1190)

Introduction

The previous inspection in March 2015 evaluated the overall effectiveness of Tullygally Primary School and Nursery Unit as good¹. In the interim, there have been changes in the senior leadership team and the enrolment has risen by 53 to 221 children. A sustaining improvement inspection (SII) was conducted on 24 May 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 none of the teachers would be co-operating with the inspectors. The ETI have 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:

- to develop further of the provision for problem solving throughout the curriculum; and
- to develop further the use of interventions to address the children's individual needs.

Key findings

- There has been significant professional development involving all staff to ensure a progressive and sustained approach to problem solving throughout the curriculum. The co-ordinator leads and develops the problem solving strategy with enthusiasm and skill, and with the numeracy team, monitors, evaluates and supports the extended provision. The children respond enthusiastically to the wider range of strategies, resources and planned opportunities, and have developed their skills significantly.
- The staff are developing and extending collegially the range of interventions used to support the children's learning in literacy, numeracy, sensory, social, emotional and behavioural skills. The children are assessed using a wide range of tools to inform clear targets and appropriate interventions, their progress is monitored and evaluated thoroughly by the special educational needs co-ordinator and teachers with significant progress evidenced. The staff analyse skilfully the efficacy of the interventions to inform future provision.

¹ 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.

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. The children reported that they feel safe in school. They know what to do and who to talk to if they are concerned 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 the teachers the ETI is unable to assure parents/carers, and 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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