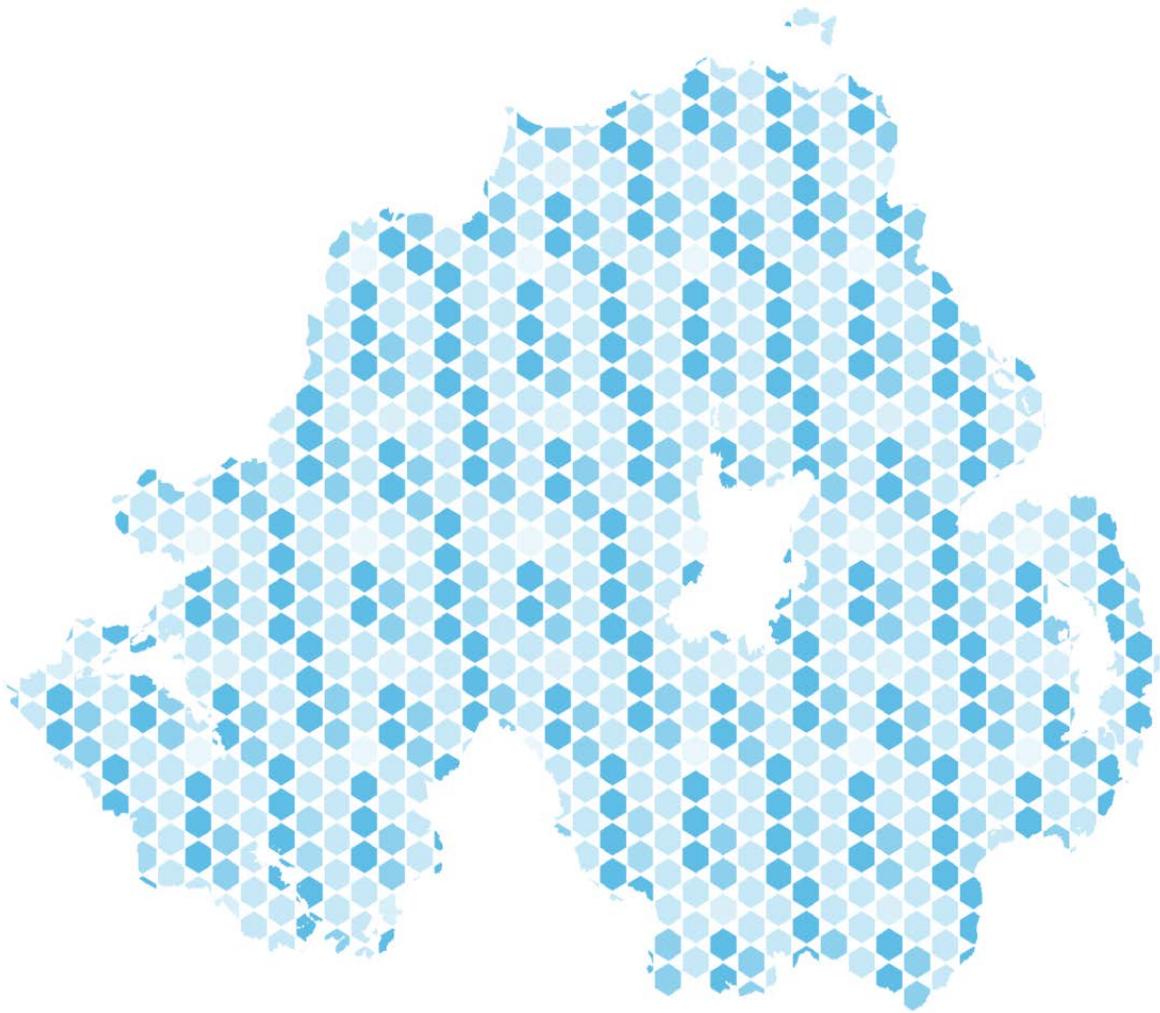


PRIMARY INSPECTION



Education and Training
Inspectorate

Killyman Primary School,
Dungannon

Report of an Inspection
in May 2013



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Inspection methods and evidence base

The inspection evaluations are based on evidence gained from lesson observations, from scrutiny of the children's completed written work and from a range of documentation including the school's internal performance data. In addition, the inspection team held discussions with groups of the children, with teaching and non-teaching staff and with representatives from the Board of Governors.

The views of the parents, teaching and non-teaching staff were sought through a confidential questionnaire prior to the inspection. The reporting inspector discussed any issues raised through the questionnaires with the principal and the governors. A summary of the outcomes from the questionnaires is included in section 6 of the report.

Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

1. School context

Killyman Primary School is situated two miles outside Dungannon, County Tyrone. The school amalgamated with Tamnamore Primary School in 2008 and since then the enrolment has increased steadily and now stands at 151. At the time of the inspection 14% of the children were entitled to free school meals and 19% of the children were identified as requiring help with aspects of their learning.

2. Focus of inspection and overall finding

The inspection focused on:

- the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and under-achievement where applicable;
- the quality of provision; and
- the quality of leadership and management.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection, were evaluated.

OVERALL FINDING OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

Summary of key findings

Achievements and standards	Very good
Quality of provision	Very good
Leadership and management	Very good

KEY FINDINGS OF THE INSPECTION

3. Achievements and Standards

The quality of the children's achievements and standards is very good.

- The children are highly motivated and engage enthusiastically with the learning process. From an early age they demonstrate very good thinking skills and personal capabilities; they are well-organised, able to manage their own learning and work independently. They interact respectfully with their peers during the well-planned paired and group work activities, listening and responding sensitively and maturely to the views of others. The children work confidently with a wide range of resources, including ICT; they take pride in their achievements and present their work neatly. The quality of the art work throughout the school is excellent.

- The school's internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make very good progress in English and mathematics in line with their ability or above expectation. An analysis of the end of key stage (KS) 2 assessment data shows that in last four years, the school's performance in English and mathematics has been at or above the Northern Ireland (NI) average. When compared against schools in the same free school meals category, the performance in English has been consistently at or above the average and in mathematics, it has been at or above the average in three of the last four years.
- Throughout the school the children's talking and listening skills are well developed enabling them to offer extended oral responses and explain their understanding and opinions. The children read with fluency, expression and confidence and as they progress through the school, write for an increasing range of audiences and purposes. The children use their learning in mathematics in real life, meaningful contexts; they are flexible in their thinking and understand important mathematical ideas and concepts across all areas of the mathematics curriculum.

4. Provision for learning

The quality of the provision for learning is very good.

- There is a coherent, whole-school approach to the arrangements for planning, teaching and assessment of literacy and numeracy. The teachers' skilful planning around themes and topics, which takes account of the children's interests, abilities and stage of development, connects and extends successfully the children's learning in literacy and numeracy across the curriculum. The play-based activities meet effectively most of the needs of all the children; the staff in the early years has appropriately identified the need to refine the planning for progression and the assessment methods.
- The quality of the learning and teaching in most of the lessons observed was good or better, and in almost two-thirds, it was very good or outstanding. Key strengths in the teaching are the connected learning opportunities and the focus on developing the children's thinking skills and personal capabilities through practical, investigative problem-solving activities. The teachers build well on the children's prior learning and are very creative in incorporating the children's experiences and ideas into the lessons. Almost all of the teachers use assessment for learning strategies effectively in daily class teaching which help the children to reflect on and improve their work. The teachers make very good use of the outdoor areas to support the learning and teaching.
- The quality of the provision for special educational needs is very good. The individual education plans set out clearly the children's strengths and needs with appropriate targets to guide the work of the teachers and classroom assistants. The staff knows the children well and the in-class support is sensitive and effective in enabling these children to progress in their learning and participate fully alongside their peers in class. The classroom assistants play a valuable role in supporting children through 'Reading Partnership' and the school's data shows that almost all of these children make steady progress in reading.

- The quality of pastoral care is outstanding. The friendly, welcoming and inclusive ethos is underpinned by a calm sense of order, mutual respect and pride in the school. The very well-maintained learning environment is stimulating and the high quality displays throughout the school celebrate the children's achievements. The staff is clearly focused on the holistic development of the children and provides them with many opportunities to take on roles and responsibilities, make decisions and organise themselves. The children respond well to the high expectations, have high levels of self-esteem and their behaviour is exemplary.
- The school gives very good attention to promoting healthy eating and physical activity. The children are made aware of the importance of a healthy lifestyle and are provided with an appropriate range of physical activities within and beyond the curriculum.

5. Leadership and management

The quality of leadership and management is very good.

- The Principal provides outstanding leadership and is an excellent role model for the recently-appointed literacy and numeracy coordinators in carrying out effective self-evaluation. The school development planning processes are clear, well-structured and effective in bringing about improvement. The school development plan meets the Education (School Development Plans) Regulations (Northern Ireland) 2010. The current targets within the action plans for literacy and numeracy require a sharper focus on monitoring the impact of the planned actions on learning and teaching. The working relationships throughout the school are excellent and there is a collegial approach to and responsibility for school improvement.
- The very effective arrangements in place for communicating and consulting with the parents involve them appropriately in their children's education and in the ongoing development of the school. The meaningful links with other schools and the local and wider community broaden the curriculum and support and enhance the children's learning.
- Based on the evidence presented at the time of inspection, the inspection team's evaluation is that the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated. The governors are well informed about the work of the school, the key priorities for improvement and the standards achieved by the children. As a result, they contribute to the overall strategic planning and policy development and to the financial management of the school.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

CONCLUSION

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

6. **Summary of questionnaire responses**

PARENTAL QUESTIONNAIRES	
Number of Questionnaires Issued	109
Number of Questionnaires Returned	55
Percentage of Returns	51%
Number of Comments	25

The parental questionnaires indicated very high levels of support for and satisfaction with the work of the school. In the additional written comments, the parents praised the leadership of the Principal in bringing about improvements in the provision and the staff for their commitment to the children. They highlighted the caring and welcoming environment, the additional learning experiences provided for the children and the effective communication arrangements.

TEACHER QUESTIONNAIRES	
Number of Questionnaires Returned	5
Number of Comments	*

SUPPORT STAFF QUESTIONNAIRES	
Number of Questionnaires Returned	7
Number of Comments	*

* fewer than 5

The teacher and support staff responses highlighted the strong sense of community and teamwork within the school.

In discussions with the governors, they expressed their confidence in the leadership of the Principal; praised the dedication and commitment of the staff and highlighted the high standards achieved by the children.

In discussions with the year 6 children they spoke enthusiastically about their learning. They feel safe in school and that they know who to speak to if they have any concerns about their safety or well-being.

Accommodation

- The small size of some of the classrooms restricts the children's learning.
- The staff room and Principal's office are too small.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Killyman Primary** iii. **Date of Inspection: W/B 13/05/13**
 ii. **School Reference Number: 501-6680** iv. **Nature of Inspection: Focused**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	17	21	21	25	23
Enrolments					
Primary	109	116	129	142	151
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D are based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 96.3% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 96.35%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers (including the principal and part-time teachers): 7 0 0 0
 (Full-time equivalent = 25 teaching hours)

ii. PTR (Pupil/Teacher Ratio): 20.5 NI PTR: 20.2

iii. Average Class Size: 20.5

iv. Class Size (Range): 15 to 26

v. Ancillary Support:

Number of Hours Per Week :	i. Clerical support:	14
	ii. Foundation Stage Classroom Assistant Support:	37.5
	iii. Additional hours of other classroom assistant support:	40.5

vi. Percentage of children with statements of special educational needs: 1.98%

vii. Total percentage of children on the Special Needs Register: 19%

viii. Number of children who are not of statutory school age: 0

ix. Percentage of children entitled to free school meals: 13.9%

x. Percentage of children at the end of Key Stage 2 for 2011/12 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):	English 93.3%	Mathematics 80%	Irish N/A
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