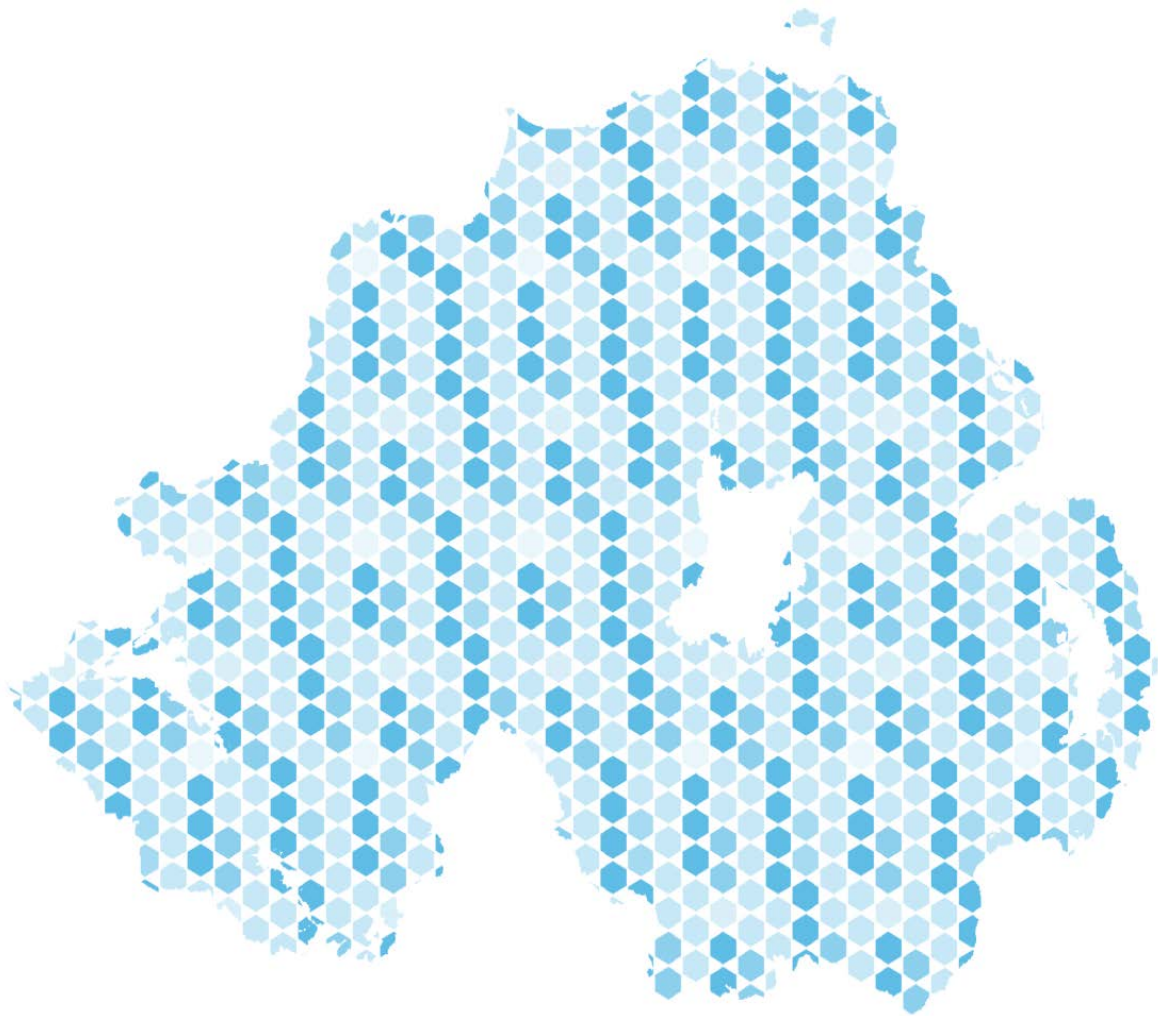


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Kircubbin Integrated Primary  
School, Co Down

Report of an Inspection  
in May 2013



Providing Inspection Services for  
Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

CUSTOMER  
SERVICE  
EXCELLENCE



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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

Kircubbin Integrated Primary School is situated in the village of Kircubbin, County Down. The enrolment has increased steadily over the past four years, from 123 in 2009/10 to the current enrolment of 156. At the time of the inspection, approximately 29% of the children were entitled to free school meals and approximately 3% of the children in the school were identified as requiring additional 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 for learning; 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

#### 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.**

- In all classes, the children engage actively in their lessons and work collaboratively in pairs and small groups. They are highly motivated, have very good levels of interest and can apply their thinking skills and problem-solving capabilities well to a range of learning activities. The children are confident and articulate in discussing their work and make realistic assessments of their learning.
- An analysis of the end of key stage (KS) 2 assessment data over the past four years shows that the school's performance in mathematics is always above the NI average, and, in English, has improved continually in the last three years reaching the average this year. Compared to schools in the same free school meals category, the levels of attainment in mathematics have been above or well above the average over the past four years. In English, the results have shown a steady improvement in the last three years and are currently just below the NI average.

- The school's internal performance data, the evidence in the children's books and the observation of classroom activities show that the children attain very good standards in both literacy and numeracy. Throughout the school, the children enjoy and are confident in literacy, and display a very good level of skill in talking, listening, reading and writing, all in meaningful contexts. By the end of KS2, most of the children read with fluency, expression and understanding and can talk with enthusiasm about their favourite authors and characters. The children are reaching high levels of independence, accuracy and creativity in their writing; they write to a high standard for a range of audiences and across the curriculum. By year 7, most of the children can use mental mathematics strategies confidently, have flexibility in their mathematical thinking, are competent in their use of accurate mathematical language, can solve mathematical problems, and have a very good understanding of key concepts across the mathematics curriculum.
- Most of the children receiving additional support in literacy and numeracy make good progress in line with their ability, including a number who have significant learning difficulties.
- The children in year 7 have participated in the Council for the Curriculum Examinations and Assessments (CCEA) ICT Accreditation Scheme, and, in the last two years, have achieved standards either around or above the NI average.

#### 4. **Provision for learning**

**The quality of the provision for learning is very good.**

- The teachers use half-termly planners effectively to guide their work, provide an overview across the curriculum, and outline variety, continuity and progression in the children's learning. The school has identified appropriately the need to review the teachers' written evaluations of their work.
- All of the teaching observed was good or better, with three quarters of the lessons being very good or outstanding. In the most effective practice: the teachers take good account of the children's prior learning; use a wide range of questioning techniques effectively to extend the children's thinking and language skills; and, provide opportunities to connect the children's learning across the curriculum in meaningful contexts. The lessons are well paced and the teachers ensure that the children have sufficient time to consolidate their learning throughout the lesson and in the plenary session. Tasks are differentiated well to meet the needs of individuals and groups. This best practice needs to be disseminated to all of the classes. The teachers are ably supported in their work by the skill and commitment of the classroom assistants.
- Literacy is developed effectively across the curriculum. The teaching programme for the development of the children's reading and writing skills is thorough, ensuring that all aspects of literacy are taught in a coherent and connected way, using an appropriate range of strategies to engage the children actively in their work. The school has identified the further development of the teaching of reading, including the judicious use of phonics where appropriate as priorities for action.

- The well-planned mathematical experiences are developed systematically across the three key stages. Very good use is made of a wide range of practical activities and set tasks to develop the children's mathematical thinking and language, and to consolidate and extend their knowledge. The use of mental mathematics to develop and consolidate the children's learning is a noteworthy feature. The school has appropriately identified the further development of mathematical processes, investigations and problem solving as priorities for action. In the foundation stage, play-based learning provides valuable opportunities to develop the children's early literacy and numeracy skills. Information and communication technology is integrated effectively into classroom activities to support and extend the children's learning.
- The quality of the arrangements for pastoral care in the school is outstanding. This is evidenced, through the excellent working relationships at all levels, the inclusive ethos and the exemplary behaviour of the children. The well-planned "buddy system" provides valuable opportunities for the older children to display good levels of responsibility and empathy for others. The children's experiences are further enhanced by a breakfast club and numerous extra-curricular and after school activities.
- The quality of the provision for special educational needs is very good. The school provides a combination of in class support and withdrawal sessions for the children identified as requiring help in literacy and / or numeracy. Almost all of the children on the special needs register make good progress in line with their ability. The individual education plans guide teaching, and inform future learning. The information is shared with the parents and in an appropriate manner with the children who are made aware of their targets. In addition, the school has access to peripatetic support for literacy. The Special Educational Needs Co-ordinator is aware of the need to monitor the quality and impact of this provision more closely.
- The school is presented and maintained to a very high standard, with evidence of the children's work and achievements celebrated in attractive displays around the school. There has been much investment in developing the outdoor play facilities which the children clearly enjoy on a regular basis. The school is very well resourced for learning and teaching.

## 5. Leadership and management

### **The quality of leadership and management is very good.**

- The Principal has worked in the school for over 30 years and has been in post for 24 years. She has built an effective team of hard-working staff, gives a high priority to meeting the care and wellbeing of all the children, and promotes well the school's links in the local and wider community. The co-ordinators are knowledgeable about their specialist areas, and provide very effective guidance and curricular leadership to their colleagues.
- The school development plan (SDP) and associated action plans are based on a robust analysis of data and identify appropriately the aim to raise standards still further; in particular, to identify and support any groups of children who are underachieving in literacy and numeracy. This work is ongoing and the co-ordinators are playing an effective role in this process. The existing

arrangements for target setting now need to be extended to include all of the children with a view to improving the standards they achieve still further. In addition, the short and medium term targets for literacy and numeracy, as they are presently set in the SDP need to be reviewed and raised further, to ensure the maintenance or further improvement of the already very good provision.

- There are appropriate procedures in place to keep the parents well informed about their children’s progress; these include written reports and a formal parent-teacher consultation in line with the statutory regulations. In addition, the parents can arrange to meet with the teachers as the need arises. The school values the role the parents play in the education of their children and the work and life of the school, and provides very good opportunities to inform and involve them at all levels. Good links have been established with a range of educational, health and statutory agencies in order to support individual children. The very strong links with the local community greatly enhance the learning experiences of the children.
- On the basis of the evidence available at the time of inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. Similarly, the parents, staff and school community can have confidence in the aspects of governance evaluated.

## CONCLUSION

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

### 6. Summary of questionnaire responses

PARENTAL QUESTIONNAIRES	
Number of Questionnaires Issued to the school (Based on 09/10 Enrolment)	119
Number of Questionnaires Returned	95
Percentage of Returns	80%
Number of Comments	78

Almost all of the responses from the parental questionnaire indicated a high level of satisfaction with the provision in the school. In particular, the parents highlighted the supportive learning environment, the caring, professional staff and the role of the school in the community. The small number of concerns raised in the written comments has been discussed with the governors and the Principal.

In discussions with the governors, they expressed strongly their appreciation of the work of the whole staff.

The inspectors also met with a group of the year 6 children. The children expressed their enjoyment in their learning, the wide range of activities and experiences on offer to them and reported that they feel happy and safe in school and that they are aware of what to do if they have any concerns.

TEACHERS QUESTIONNAIRES	
Number of Questionnaires Returned	7
Number of Comments	7

SUPPORT STAFF QUESTIONNAIRES	
Number of Questionnaires Returned	10
Number of Comments	7

All of the teachers and support staff completed the questionnaire indicating high levels of support for the ongoing work of the school. A recurring feature of the written comments was the references to the strength of the teamwork and the positive working relationships within the school.



**Health and safety**

- At the time of the inspection a section of the perimeter palisade fence was not secure.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School:** Kircubbin Integrated Primary                      iii. **Date of Inspection:** W/B 20/05/13  
 ii. **School Reference Number:** 405-1569                      iv. **Nature of Inspection:** Focused

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	21	16	14	21	27
<b>Enrolments</b>					
Primary	121	123	116	123	156
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):                      93.91%                      **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register:                      92.54%

<b>Primary &amp; Reception</b>	<b>Nursery Unit</b>	<b>Special Unit</b>	<b>Irish Medium Unit</b>
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- D. i. Number of Teachers (including the principal and part-time teachers):                      8                      0                      0                      0  
 (Full-time equivalent = 25 teaching hours)

- ii. PTR (Pupil/Teacher Ratio):                      19.5                      NI PTR: 20.2

- iii. Average Class Size:                      22.28

- iv. Class Size (Range):                      13 to 27

- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |      |  |      |
|------|--|------|
| i.   | Clerical support:                                      | 12   |
| ii.  | Foundation Stage Classroom Assistant Support:          | 27.5 |
| iii. | Additional hours of other classroom assistant support: | 85   |

- vi. Percentage of children with statements of special educational needs:                      3.21%

- vii. Total percentage of children on the Special Needs Register:                      18%

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

- ix. Percentage of children entitled to free school meals:                      28.85%

- 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):
- |                |                    |              |
|----------------|--------------------|--------------|
| <b>English</b> | <b>Mathematics</b> | <b>Irish</b> |
| 80%            | 87%                | N/A          |

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