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*The Education and Training Inspectorate -
Promoting Improvement*

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



Education and Training Inspectorate

Report of a Follow-up Inspection

**Kirkistown Primary School
Cloughey**

March 2015

FOLLOW-UP TO THE INSPECTION OF KIRKISTOWN PRIMARY SCHOOL, CLOUGHEY, CO DOWN, BT22 1JA (401-1373)

The original inspection of Kirkistown Primary School in 2013 highlighted strengths in the children's motivation to engage in the learning process and their excellent behaviour; the high quality of most of the teaching, in particular for those children who required support with aspects of their learning and the highly effective leadership of the new principal. It also highlighted the following areas for improvement:

- develop further the curricular leadership roles and responsibilities of the new co-ordinators; and
- set in place appropriate strategies in order to monitor and evaluate more effectively the quality of learning and teaching and the standards attained by the children.

The inspection conclusion in February 2013 was that:

'In most of the areas inspected, the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in achievements and standards, learning and teaching and leadership and management which need to be addressed if the needs of all the children are to be met more effectively.'

The Education and Training Inspectorate (ETI) carried out two monitoring visits and a follow-up inspection in March 2015.

The action plans received by the Department of Education following the inspection were of a good quality and adjusted appropriately in the light of feedback given by the ETI during the interim visits. The school's development plan was adjusted in light of the inspection findings.

In the interval since the inspection, the following actions which affect the work of the school have taken place:

- the school has received well targeted support from the South- Eastern Education and Library Board's (SEELB) Curriculum Advisory and Support Service (CASS); in particular the CASS officers have supported the staff with specific roles of responsibility;
- there have been a number of changes in staffing; at the time of the follow-up inspection, two of the six members of the teaching staff were employed in a temporary capacity; and
- significant improvements have been made to the building, including the creation of a new classroom, staffroom and the addition of a fence around the school to safeguard the children

The following is the most important improvements since the original inspection.

At the time of the original inspection in 2013, safeguarding was satisfactory. On the basis of the evidence available at the time of the follow-up inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

There is now an established process whereby each teacher, with the support of the special education needs co-ordinator (SENCO), uses the available data to analyse the progress of the children in their class. As the staff continue to develop their use of data it will be important for the co-ordinators to monitor and evaluate how the data is being used to inform learning and teaching in the classroom. Although appropriate priorities in literacy and numeracy have been identified through the analysis of data, the staff need to plan strategically to address the areas identified at whole school level and also track the children's progression within key stages and throughout the school.

Overall, the quality of education provided by the primary school remains satisfactory; the strengths outweigh areas for improvement in the provision. The follow-up inspection has identified areas for improvement in leadership and management, which need to be addressed if the school is to meet effectively the needs of all of the children. The areas for improvement include the need:

- for all the staff with roles of responsibility to work with the principal and the governors to bring about the necessary improvements in their area of responsibility; and
- for the staff to use the information gained through the analysis of the school's internal data to inform more fully the learning and teaching within the classroom.

It will be important for the action planning to be adapted in light of the lack of progress to date and for the governors to exercise their challenge function in order to monitor the progress being made in the areas for development. It will be important that the school continues to receive external support from the South- Eastern Education and Library Board's (SEELB) Curriculum Advisory and Support Service (CASS).

The Education and Training Inspectorate will carry out a further follow-up inspection within 12 months and a report will be published.

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