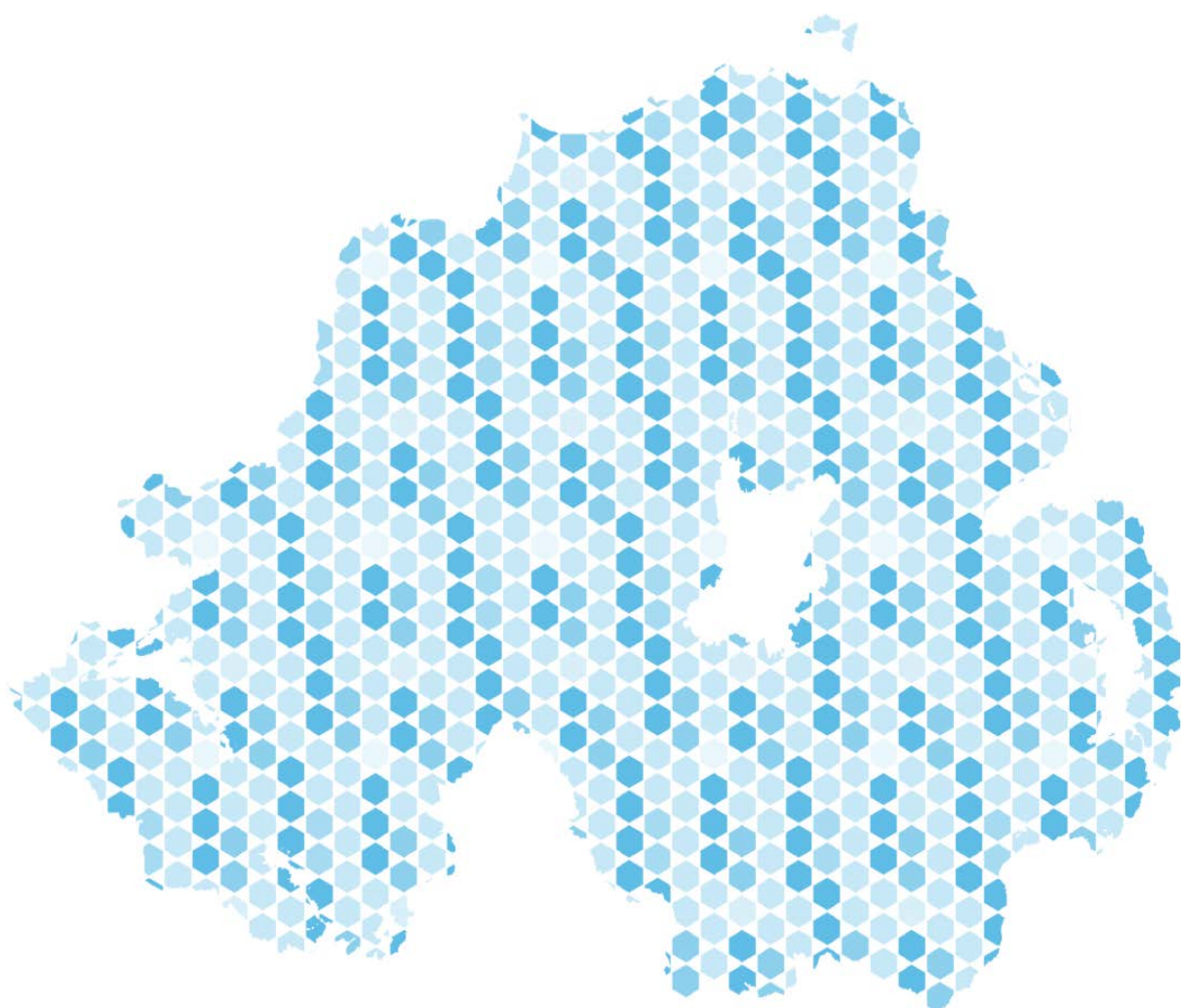


INDEPENDENT INSPECTION 2014-15



Education and Training
Inspectorate

Kilskeery Independent
Christian School, Co Tyrone

Report of an Inspection in
April 2015



*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

CUSTOMER
SERVICE
EXCELLENCE



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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Achievements and standards	2
5. Provision	2
6. Leadership and management	3
7. Conclusion	3
Appendix	

1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary and post-primary schools, which were applied to this inspection, are available in the Inspectorate's publication *Together Towards Improvement: a process for self evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm> and <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>

It should be noted that independent schools are not obliged to follow the Northern Ireland Curriculum and may employ teachers who do not hold teaching qualifications recognised by the Department of Education. Further details of the nature of the curriculum offered and the teaching qualifications held by the staff are included in this report.

Inspectors observed teaching and learning, scrutinised documentation and the pupils' written work and held discussions with the pupils while they were in their lessons, the teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with the acting Administrator.

2. Focus of inspection

The inspection focused on:

1. the pupils' achievements and standards; in particular, how the school is addressing low attainment and underachievement where applicable;
2. whether the accommodation is suitable and meets health and safety standards;
3. the quality of provision in the school, with a particular focus on the implementation of the procedures for safeguarding and pastoral care; and
4. the quality of leadership and management.

3. Context

Kilskeery Independent Christian School operates in purposebuilt accommodation in the village of Kilskeery, County Tyrone and was first registered by the Department of Education in 1979. The school is administered by Kilskeery Free Presbyterian Church under the auspices of the Education Board of the Free Presbyterian Church of Ulster and is funded through fees, gifts and offerings. The enrolment of the school has reduced in recent years; 26 pupils attend currently from the local and wider rural area. All of the teaching staff are qualified to at least degree level and a significant minority hold recognised teaching qualifications.

As part of the inspection process, the inspectors met with the acting Administrator. In discussions, the Administrator emphasised the Christian principles which guide and permeate all aspects of the life and work of the school, including the curriculum. He also highlighted the strong working relationships amongst the school, the home and the church and the commitment and hard work of the teachers, the support staff and the wider school and church community in securing the best possible provision and outcomes for the pupils.

Primary School	2011/12	2012/13	2013/14	2014/15
Enrolment	38	35	36	26
% Attendance	97.6	97.9	98.4	-
FSME Percentage ¹	n/a	n/a	8.33	30.76
% (No) of children on SEN register	0	0	*	*
No. of children with statements of educational needs	0	0	0	0
No. of newcomers	0	0	0	0

Source: data as held by the school.

*indicates fewer than 5 children

The inspection outcome is based on an evaluation of the Safeguarding and Child Protection arrangements, Health and Safety and accommodation.

Inspection Outcome	
Registration recommended	Yes

4. Achievements and standards

- Throughout the school, the pupils settle readily to the tasks their teachers provide; they display a positive and self-disciplined attitude to learning and take a pride in their work. The standard of presentation and accuracy in their books and the samples of work viewed is mostly very good. When given the opportunity, the pupils interact well in pairs and small groups, sharing and refining their thinking and thereby deepening their understanding of key concepts. They enjoy their work, particularly when it contains appropriate levels of challenge and is of a practical and investigative nature.
- By the end of key stage 2, almost all of the children read and write fluently and with interest. Their understanding of mathematical concepts is developing well. 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.
- All pupils in year 12 are entered for at least seven examinations at GCSE level including English and mathematics. An analysis of the outcomes at GCSE and A level over the past 3 years shows that the pupils entered for public examinations achieved well. All of the pupils attained grade A*-C in seven or more GCSE subjects; almost all achieved 7 or more GCSEs at grades A*-C including English and mathematics. Over the same 3 year period, all of the pupils entered for A level attained 3 A levels at grades A-E.

5. Provision

- The quality of the planning, teaching and assessment for learning observed during the inspection was mostly good or better. In the most effective practice, in a majority of the lessons observed, the teachers understood and planned carefully to meet the pupils' individual needs and interests, building effectively on their prior learning and extending their thinking through well-conceived investigative tasks and effective questioning which engaged well the pupils' curiosity and drew out and consolidated their understanding.

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

- In a minority of the lessons observed, there were areas for improvement, notably, the need to use a wider range of learning strategies and more effective questioning to extend the pupils' learning, reinforce key learning concepts and produce more extended oral responses from the pupils.
- The school provides individualised support programmes for pupils who require additional support with aspects of their learning. Appropriately, the staff recognise the need to identify and respond appropriately to the pupils' learning and development needs from the earliest stage.
- On the basis of the evidence available at the time of the inspection, the arrangements for pastoral care in the school are effective. There is a strong sense of community and a distinct family ethos. A significant feature of the outworking of the pastoral care system is the support provided by the older pupils for those in the primary classes.
- On the basis of the evidence available at the time of the inspection, the accommodation meets the needs of the curriculum which the school is currently providing.

6. Leadership and management

- The principal, staff and school management board work together very effectively to ensure continuous improvement in the quality of the provision. The staff team is using an appropriate range of assessment information increasingly well to meet the individual learning needs of the pupils and to prioritise key actions for whole school improvement.
- As a result of the robust self-evaluation process, the school has identified an appropriate range of areas for further development.
- There is an effective and productive partnership between the school staff and the parents who support actively the life and work 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 the pupils. The arrangements reflect the guidance of the Child Protection Guidelines of the Free Presbyterian Church of Ulster.

7. Conclusion

On the basis of the evidence available at the time of the inspection in relation to accommodation, health and safety and safeguarding/child protection the quality of provision is very good. The school should continue to be registered to provide education.

© CROWN COPYRIGHT 2015

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk