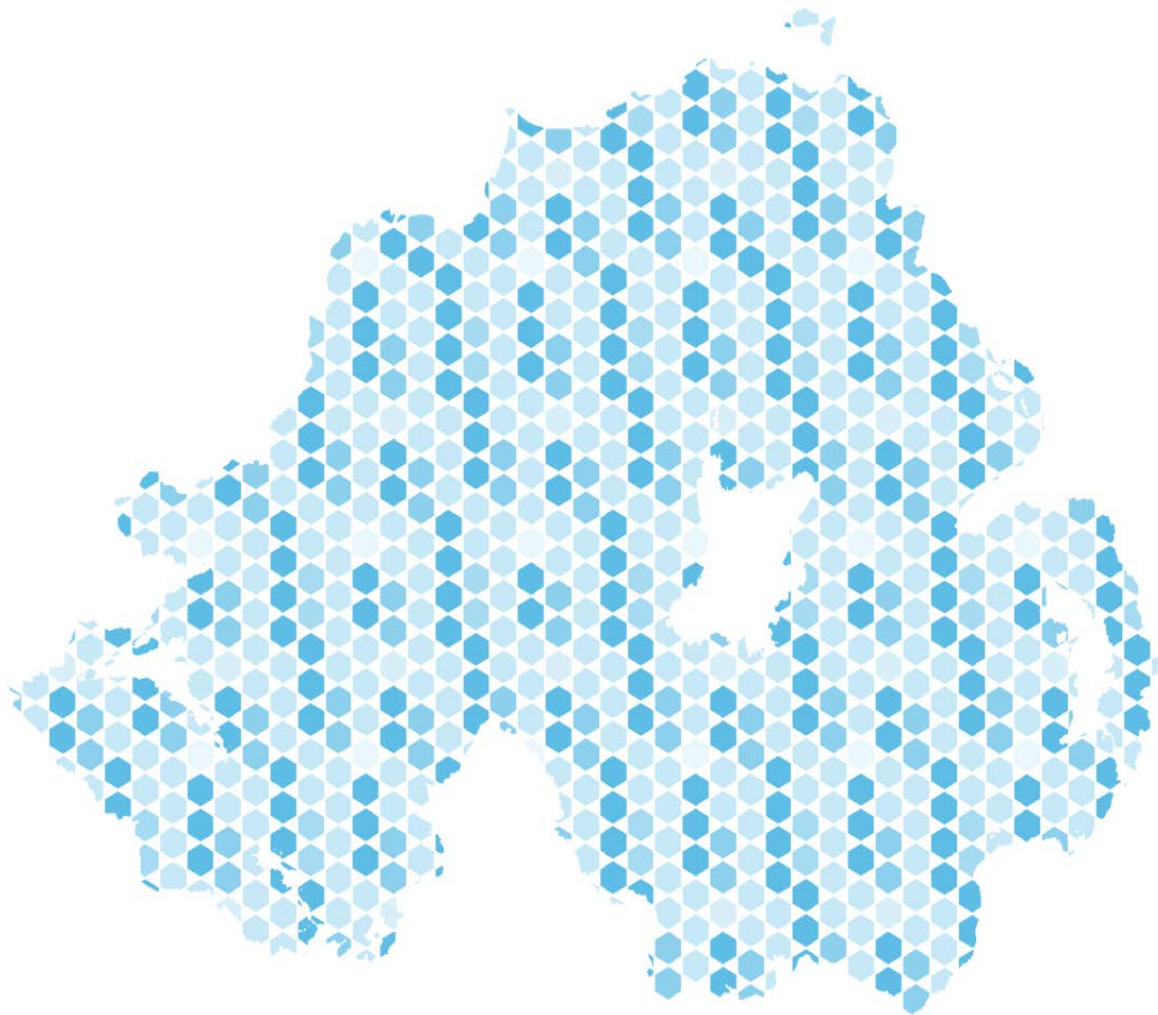


PRIMARY INSPECTION



Education and Training
Inspectorate

Kilmoyle Primary School and
Nursery Unit, Ballymoney,
Co Antrim

Report of an Inspection in
March 2014

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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

CUSTOMER
SERVICE
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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

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1. Inspection method and evidence base

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

Inspectors observed teaching and learning, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number issued (total number in the school per category)	Number returned	Percentage returned	Number with comments
Parents	92	8	9%	*
Teaching staff	5	5	100%	*
Support staff	6	*	33%	*

* fewer than 5

The Education and Training Inspectorate (ETI) is trialling a range of methods for collecting the views of parents about the life and work of the school. As a result, the response rate to the parental questionnaire may be low.

The responses to the questionnaires were very positive; they emphasised the caring ethos of the school and the friendly and approachable staff.

2. Context

Kilmoyle Primary School and Nursery Unit is situated just outside the village of Ballybogey close to the town of Ballymoney. There has been a number of staff changes in recent years, and this is the principal's fourth year in post. The nursery unit for 16 children, currently operating as a dual day with 8 children in each session, was trialled as a pilot in the school in 1997, in advance of the pre-school expansion programme in 1998.

Kilmoyle Primary School & Nursery Unit	2010/11	2011/12	2012/13	2013/14
Enrolment	121	125	104	92
% Attendance (NI Average)	95.8%	95.1%	96.3%	94%
FSME Percentage ¹	1.7%	6.4%	11.7%	15.2%
% (No) of children on SEN register	18 %	19.3%	20.5%	27.6%
No. of children with statements of educational needs	*	5	*	*
No. of newcomers	0	0	0	0

Source: data as held by the school.

*fewer than 5

3. Focus of inspection

The inspection focused on:

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

4. Overall finding

Overall Performance Level	Good
Achievements and Standards	Good
Provision	Good
Leadership and Management	Good
Nursery Unit	Inadequate

Key findings of the inspection

5. Achievements and standards

- The children are enthusiastic, and motivated, independent learners; their behaviour is excellent. They express their enjoyment of many areas of the curriculum, particularly literacy and numeracy. They are mutually respectful, co-operate well in paired and group work and participate with confidence in class discussions and practical learning activities.
- An analysis of the end of key stage (KS) 2 performance data in the past four years shows that in mathematics the school's performance is in line with the Northern Ireland (NI) average and with schools in the same free school meals (FSM) category whilst in English it is below the average. The school's own internal performance data shows that most 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.

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

- The children in the nursery unit are making good progress in their communication skills. They show good levels of independence, readily join in play with others and can talk to the staff about their learning experiences. The children could, however, achieve better standards across the pre-school curriculum.
- The children's talking and listening skills are well developed and they are confident in sharing their ideas and opinions with others. They enjoy reading and by the end of key stage (KS) 2, they read a variety of genre with fluency and understanding. The children's writing skills are well developed and they express their creativity in a wide range of extended writing based firmly around their interests. In numeracy, the children show high levels of engagement, enthusiasm and enjoyment during practical activities. They make very good progress, and by year 7 they demonstrate a very good recall of mathematical facts and understanding of important concepts. The children are confident in their use of information and communication technology (ICT), and their achievements are very good.

6. Provision

- The quality of the teaching ranged from satisfactory to outstanding and almost all of the teaching was of a good to outstanding quality. The outstanding teaching was characterised by detailed planning for learning, by appropriately differentiated activities designed to meet the needs of all the children and by effective questioning by the teachers. The staff's evaluations of the children's learning are rigorous and thorough, and based on a sound knowledge of the children and of their progress. There is a need to disseminate further this best practice across the school.
- The children who require additional support with aspects of their learning benefit from the supportive and caring ethos of the school. The individual planning guides the teachers' and assistants' work effectively. The school makes very good use of the skilled classroom assistants to support the children in class and to engage with and extend their learning.
- The inspection finds that the two nursery assistants are caring and supportive in their approach to developing the children's learning. However, the inadequate current arrangements of the nursery unit not having a full-time teacher is significant and must be reviewed urgently by the principal, board of governors and employing authority to ensure that a teacher is available for the full nursery session in the best interests of the children. The small size of the nursery accommodation places major constraints on the staff's ability to deliver an appropriately broad and balanced pre-school curriculum.
- The quality of pastoral care in the school is very good. There are very good working relationships between the staff and children with a caring and supportive ethos throughout the school. The children are well behaved and respectful of each other, their teachers and visitors to the school. The children spoke of their enjoyment of learning, the opportunities they have to contribute to decision making within the school through the eco-council and the range of extra-curricular activities available to them.

- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- In the three years since her appointment, the principal has developed an effective collegial staff team, based on a clear and shared vision. As well as taking the lead with the staff in the review of a wide range of policies and procedures, she has updated resources within the classes and has instigated major improvements throughout the school grounds and buildings. She places a high priority on extra - curricular links and has been instrumental in developing very effective community and family links for the benefit of the children.
- Notwithstanding the extensive efforts of the principal to improve the quality of provision in the school and the effectiveness of these in practice, the staffing of the nursery unit has not been addressed effectively.
- There is a growing culture of self-evaluation and action planning for improvement. The co-ordinators are very knowledgeable about their areas of responsibility and contribute with enthusiasm to the whole-school development planning process. The quality of their leadership is very good. They use a wide range of evidence, including performance data, to identify and address under achievement and inform future planning.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have confidence in the aspects of governance evaluated. The governors contribute effectively to many aspects of the school and bring a high level of commitment to their role.
- On the basis of the evidence available at the time of the inspection the school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education but there is an urgent need to review the staffing arrangements in the nursery unit.
- In discussions with the inspectors, the year 6 children reported that they felt secure in school and knew what to do if they had any concerns about their well-being.

8. Conclusion

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor, through district inspection activity, the school's progress on the areas for improvement.

The Education and Training Inspectorate will monitor and report on the nursery unit's progress in addressing the areas of restricted accommodation and deployment of staff in the nursery unit over a 12-24 month period.

Accommodation

- The nursery unit playroom is an annex to the main school building, and is inappropriate for the delivery of a broad and balanced pre-school curriculum.

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