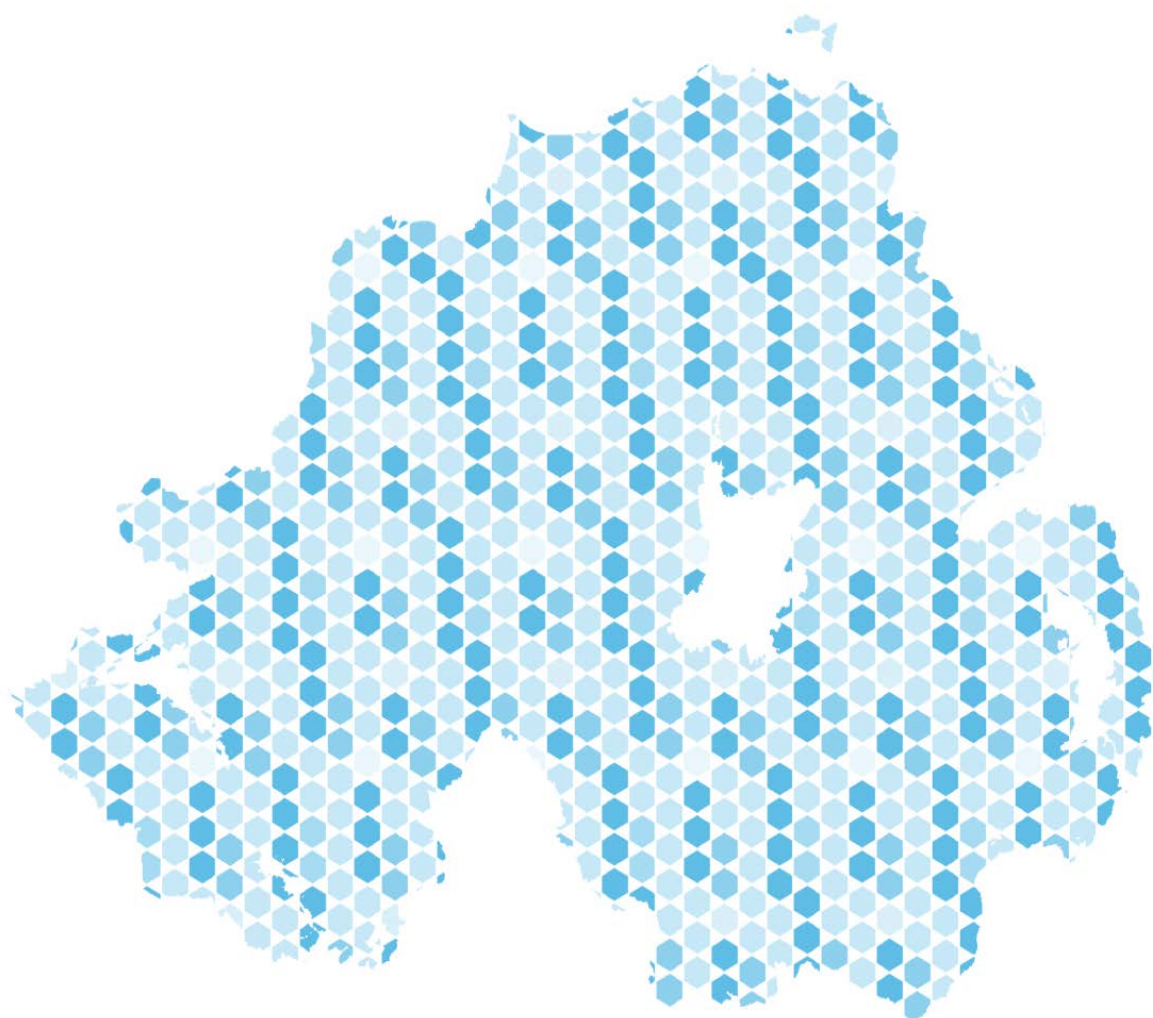


PRIMARY INSPECTION



Education and Training
Inspectorate

Knocknagin Primary School,
Desertmartin

Report of an Inspection
in January 2013

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

SCHOOL CONTEXT

Knocknagin Primary School is situated on the outskirts of Desertmartin. The children come from the surrounding rural area and from within a five mile radius of the school. The enrolment has remained steady over the last three years and currently stands at 30. There are two composite classes in the school: one class caters for 20 children and comprises 3 year groups in the Foundation Stage and key stage (KS) 1; a second class of 10 children comprises three year groups in KS2.

The school has been a leader in shared education and over the past three years it has been involved in the Primary Integrating / Enriching Education Project (PIEE) with a nearby primary school. As part of the project the schools were able to fund and appoint a “shared teacher” to teach joint classes in both schools which has enhanced the learning experiences and social opportunities for staff, children and parents.

At the time of the inspection, approximately 17% of the children in the school were entitled to free school meals. The school has identified just over 23% of the children requiring additional support with aspects of their learning.

FOCUS

The inspection focused on:

- the children’s achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management including the school’s processes for self-evaluation leading to improvement.

OVERALL FINDINGS OF THE INSPECTION

In the areas inspected, the quality of the 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.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

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

- By the end of KS2 the children achieve **good standards** in English and very good standards in mathematics as evidenced by the school’s internal assessment data, the end of KS2 outcomes and the quality of the work in the children’s books and on display throughout the school.
- The **children** express themselves confidently and articulately. They participate very well in class discussion, read with fluency and write competently for a range of audiences and purposes. Most of the children demonstrate flexible thinking when completing calculations and can explain their strategies with clarity and confidence using appropriate mathematical language.

- The work of the **folk group** observed during the inspection was very good.

The children identified with **special educational needs** make good progress and are achieving standards in line with their ability.

Provision for Learning

The provision for learning is very good.

- All of the children display a **positive attitude to learning**; they take pride in their work and talk confidently about their learning. The children are well motivated and keen to apply their learning in a variety of stimulating contexts; they support one another and work well both individually and collaboratively.
- During the inspection the quality of the **teaching** observed ranged from satisfactory to outstanding, with the majority (71%) of the lessons being very good or better. Where the teaching is very good or better, the children are motivated to think creatively and are actively engaged in challenging activities.
- The **teachers are very well supported by the classroom assistants**. They work effectively as a team to support each other and are fully committed to the education and care of the children. The teachers take very good account in their planning of the varying needs and abilities within the composite classes.
- The provision for **special educational needs** is good. The teachers identify at an early stage the children who require additional support with aspects of their learning. The school's records and the individual education plans indicate that the children make good progress against the targets set. Additional provision, either through in- class support or withdrawal sessions is matched well to the needs of the children.
- The quality of the arrangements for **pastoral care** is very good. This is evident through the inclusive, caring, happy learning environment created for the children, and the ethos of mutual respect in which every child is valued and encouraged to achieve their full potential.

Leadership and Management

The quality of leadership and management is very good.

- The **Principal** combines his leadership role and teaching duties effectively. He provides very good strategic and pastoral leadership which is clearly focused on raising standards further and managing curricular change. He is highly committed to the life and work of the school and is very well supported by the governors, parents and staff.
- The **key stage co-ordinators** are committed to their roles and they work collaboratively to effect improvement in their areas of responsibility. They provide support and guidance to the staff and have identified appropriate priorities for developments.

- The **school development plan** is clearly focused on improving further the learning experiences for, and standards achieved by, the children in literacy and numeracy. Appropriate areas for improvement are identified and are based on the effective analysis and use of the school's internal and external performance data. The whole school **self-evaluation** and action planning processes are good.
- On the basis of the evidence available at the time of inspection, the school has comprehensive arrangements in place for **safeguarding** children which reflect the guidance issued by the Department of Education.
- The school **governors** play a supportive role in the life and work of the school. It will be important that the employing authority, the school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

CONCLUSION

In the areas inspected, the quality of the 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.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Knocknagin Primary** iii. **Date of Inspection: 08/01/13**
 ii. **School Reference Number: 303-2197** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	3	0	6	7	7
Enrolments					
Primary	29	26	30	30	30
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 should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year
 (expressed as a percentage): 96.7% **NI Avg Att: 94.7%**

Average Attendance for those children on the
 Special Educational Needs Register: 95.8%

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers
 (including the principal and part-time teachers): 3 0 0 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 10 NI PTR: 20.2
- iii. Average Class Size: 4.28
- iv. Class Size (Range): 0 to 7
- v. Ancillary Support:
 Number of Hours **Per Week:**
- i. Clerical support: 6.5
 - ii. Foundation Stage Classroom Assistant Support: 20
 - iii. Additional hours of other classroom assistant support: 25
- vi. Percentage of children with statements of special educational needs: 0%
- vii. Total percentage of children on the Special Needs Register: 23.3%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 16.7%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
- | | | |
|----------------|--------------------|--------------|
| English | Mathematics | Irish |
| 100% | 100% | N/A |
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups:
- | | | |
|---------------|---------------|---------------|
| Year 1 | Year 2 | Year 3 |
| 7 | 7 | 6 |

APPENDIX 2

THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors and a group of key stage 2 children.

The governors expressed their commitment to, and support for, the work of the school. They commended the quality of leadership and management throughout the school, the commitment of the staff to the children, and the school's standing in the local community.

Of the 20 questionnaires issued to the parents, 13 (65%) were returned to Inspection Services Branch and 10 contained additional written comments. All of the responses were highly affirmative indicating strong support for the life of the school. The parents highlighted the welcoming and caring ethos, the commitment of the staff to meeting the needs of the children and the quality of the learning environment. Almost all of the teachers and support staff completed questionnaires; and all of the responses were very positive. In the additional written comments the staff highlighted their support for each other in striving to continually improve the provision for the children.

The inspectors met with a group of children from KS2. The children spoke enthusiastically about many aspects of school life including their enjoyment of learning, the support provided by teachers and their appreciation of the wide range of extracurricular activities available to them. They also indicated that they feel safe in school and are aware of what to do if they have worries about their well-being.

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