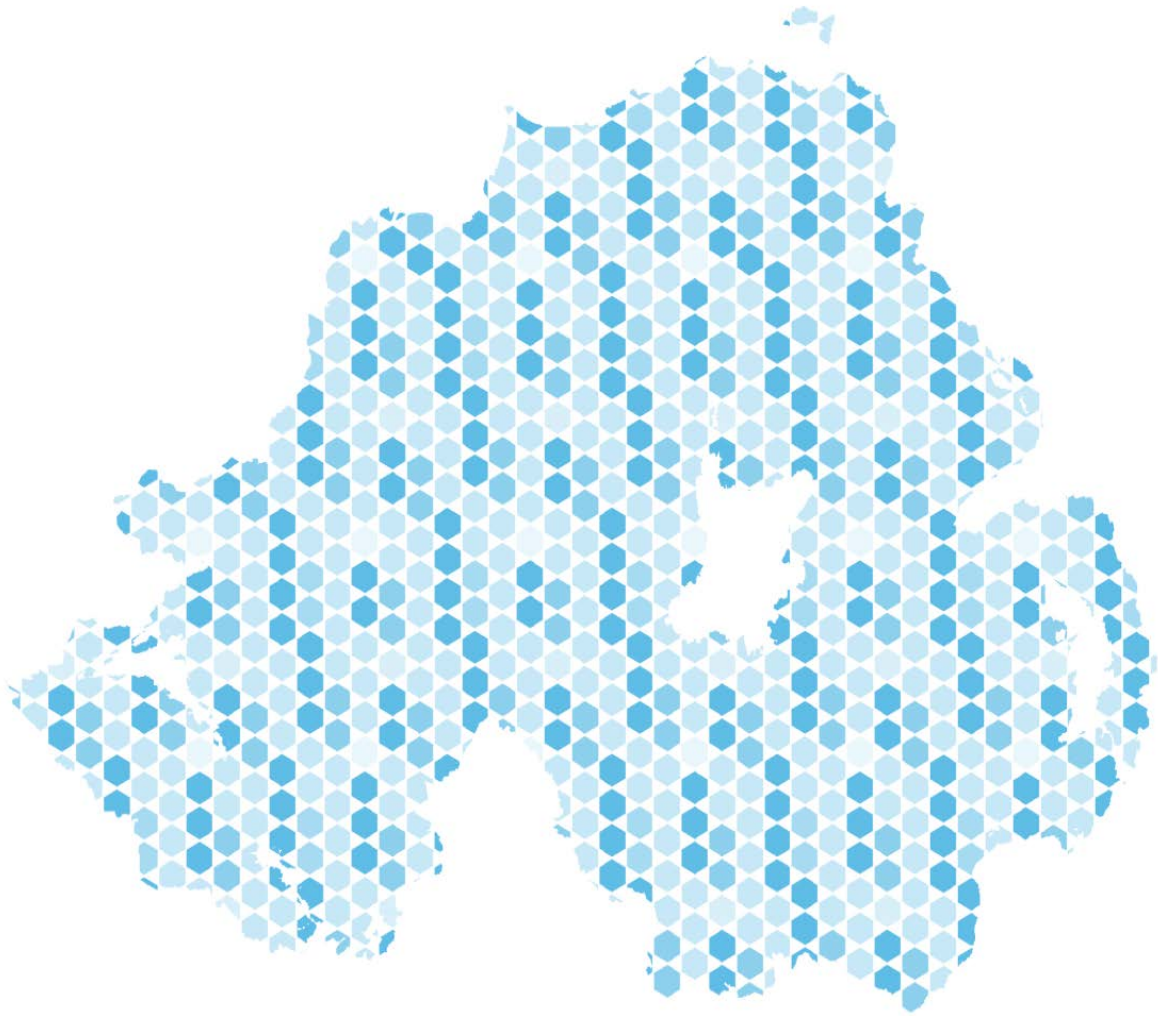


PRIMARY INSPECTION



Education and Training
Inspectorate

Kilbride Central Primary School,
Ballyclare, County Antrim

Controlled , co-educational

Report of an Inspection (Involving
Action Short of Strike) in
April 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

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INTRODUCTION

1. Context

Kilbride Central Primary School is a controlled primary school set in an attractive rural location in the village of Burnside just outside Ballyclare. Since the last inspection, there have been two changes in the leadership; the principal took up post in November 2016. The school enrolment has increased steadily from 125 children in 2013 to 140 children in 2017.

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that none of the teachers, including the principal, would be co-operating with the inspectors. The ETI has a statutory duty to monitor, inspect and report on the quality of education under Article 102 of the Education and Libraries (Northern Ireland) Order 1986. Therefore, the inspection proceeded and the following evaluations are based on the evidence as made available at the time of the inspection.

2. Views of parents, staff and governors

Owing to the action short of strike, the school did not distribute the online questionnaire information to parents and staff.

The sample group of year 6 children, who met with the inspectors, talked about their enjoyment of topic work, the work of the school council and their participation in a range of after-schools clubs such as, football, hockey and French. The meeting with representatives of the governors indicated: a long standing commitment to the school; the strong links between the school and the local community; regular communication with the principal on school standards; and, consultation to seek parental views.

3. Focus of the inspection

The ETI was unable to evaluate:

- the outcomes for children with a particular focus on numeracy and literacy including across the curriculum including how the school is addressing low attainment and underachievement where applicable;
- the quality of provision; and
- the quality of leadership and management.

Where it has been possible to evaluate aspects of the foci, they are reported below.

4. Overall findings of the inspection

Overall effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Quality of provision	No performance level available
Leadership and management	No performance level available

KEY FINDINGS

5. Outcomes for learners

The ETI was unable to evaluate:

- standards attained by the children;
- progression in the children's learning; and
- the children's wider skills and dispositions.

6. Quality of provision

The ETI was unable to evaluate:

- the quality of the curriculum;
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning; and
- care and welfare.

7. Leadership and management

During the inspection, the school provided evidence that satisfactory arrangements for safeguarding learners reflect broadly the guidance issued by the relevant Departments.

Work on the following aspects is underway and needs to be completed:

- consultation on, drafting and implementation of a relationship and sexuality education policy.

The children reported that they feel safe in school. They know what to do and who to talk to if they are concerned about their safety or well-being. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

The ETI was unable to evaluate:

- the effectiveness of strategic leadership and governance;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement.

CONCLUSION

8. Overall effectiveness

Owing to the impact of the action short of strike being taken by the principal and teachers, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the children. The school is a high priority for future inspection with no further notice.

Accommodation

1. At the time of the inspection, a more suitable perimeter fence was in the process of being erected.
2. The lack of suitable hall space impacts negatively on aspects of the educational provision including: lack of space for the whole school community to meet together; time being used to reorganise key stage 2 classroom to facilitate dining arrangements; lack of facilities for indoor physical activities; and, limited opportunity to involve the wider community within the school.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

In order to conduct a primary inspection, inspectors observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

These arrangements include:

- meetings with the principal and teachers with specific responsibilities on the pre-inspection visit;
- 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.

The arrangements for this inspection included:

- a meeting with a representative(s) from the governors; and
- meeting with a group of children.

Reporting terms used by the Education and Training Inspectorate

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management¹:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

¹ And the overall provision in a subject area or unit, as applicable.

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