

Education and Training Inspectorate PRIMARY INSPECTION



Kilkeel Primary School, Kilkeel, County Down

Controlled, co-educational DE Ref No: 501-1649

Report of an Inspection (Involving Action Short of Strike) in
November 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
SERVICE
EXCELLENCE



CONTENTS

SECTION	PAGE
1. Context	1
2. Children's, parents' and staff questionnaire responses	1
3. Focus of the inspection	1
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	2
8. Safeguarding	3
9. Overall effectiveness	3

APPENDICES

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

INTRODUCTION

1. Context

Kilkeel Primary School is a controlled primary school drawing most of its children from the town and the surrounding area. Enrolment in the school has increased over the last few years and includes a small number of children in the Learning Support Centre. The school was recently awarded a green Eco-flag, and it is an active member of the Mourne cluster of primary schools.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute, and also workload and other management issues. The industrial action 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 or the leadership would be co-operating with the inspection. The governors and the leadership co-operated with the inspection in relation to their safeguarding responsibilities. 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.

Kilkeel Primary School	2016-17	2017-18	2018-19	2019-20
Enrolment	444	471	487	490
% School attendance	96	95.4	95.1	N/A
% NI Primary school average	95.5	94.9	N/A	N/A
FSME Percentage ¹	24.3	20.8	20.3	21.0
No. of children on SEN register	82	94	93	82
% of children on SEN register	18.5	20.0	19.1	16.7
No. of children with statements of educational need	14	14	13	16
No. of newcomer children	29	37	44	38

Source: data as held by the school.

* fewer than 5

N/A not available

2. Children's, parents' and staff questionnaire responses

As a result of the action short of strike, the school did not distribute the confidential, online questionnaire information to year 7 children, parents and staff. Therefore, it is not possible to report on the views of children, parents and staff.

3. Focus of the inspection

The ETI was unable to evaluate:

- the outcomes for children, with a particular focus on literacy and numeracy;
- the quality of provision with a particular focus on literacy and numeracy, including across the curriculum; and
- the quality of leadership and management.

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

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
Learning Support Centre	No performance level available

KEY FINDINGS

5. Outcomes for learners

The ETI was unable to evaluate :

- the learning outcomes for the children, including those who require additional support with aspects of their learning;
- progression in the children's learning; and
- the children's wider skills and dispositions.

6. Quality of provision

- The inspectors met with a group of year 6 children. They spoke positively about their enjoyment of school, and the work of the eco-council and the school-council. The children expressed their pride in gaining the green Eco-flag and raising environmental awareness within and beyond school.

The ETI was unable to evaluate fully:

- 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

- The governors are well-informed about the life and work of the school through regular meetings and updates from staff who hold responsibilities. They bring a range of skills and expertise to their roles, which they use to support and challenge the direction of the school, as appropriate. The governors report that the school is well-regarded within the community.

The ETI was unable to evaluate fully:

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

8. Safeguarding

- During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. The children report that they feel safe in school and appreciate the support of the staff; they know what to do if they have any concerns about their safety or welfare. 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.

9. Overall effectiveness

- Owing to the impact of the action short of strike being taken by the staff, 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.

APPENDIX A

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](#)

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.

The arrangements for inspection include:

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

Where, owing to the action short of strike, this evidence base was not available, it has been referenced in the body of the inspection report.

The arrangements for this inspection included:

- a meeting with the principal and the chair of the board of governors;
- meetings with the principal and designated governor about their safeguarding responsibilities; and
- a meeting with a group of year 6 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 management²:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners.
Does not impacts positively enough on learning, teaching and outcomes for learners.

² And the overall provision in a unit, as applicable.

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 in 12 to 18 months.
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 in 18 to 24 months.

© CROWN COPYRIGHT 2019

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