

Education and Training Inspectorate

PRIMARY INSPECTION



Kilrea Primary School, Coleraine, County Londonderry

Controlled, co-educational DE Ref No (301-2269)

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



The Education and Training Inspectorate
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INTRODUCTION

1. Context

Kilrea Primary School is a controlled primary school situated in the village of Kilrea. Almost all of the children attending the school come from a wide rural catchment area spanning an eight-mile radius around the school. Since the last inspection, the percentage of children attending the school has increased notably by 24.8%; the current enrolment stands at 101 children. The school is in a purposeful and well-established shared education partnership with a neighbouring maintained primary school, which it values highly. The school has been awarded their tenth Eco-Flag, which acknowledges and reflects well a long-term commitment to environmental education.

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 would be co-operating with the inspectors. The leadership co-operated with the inspectors in relation to 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.

Kilrea Primary School	2015-16	2016-17	2017-18	2018-19
Enrolment	89	90	91	101
% School attendance	96.8	96.8	96.6	N/A
% NI Primary School average	95.5	95.5	94.9	N/A
FSME ¹ Percentage	23.6	26.7	19.8	22
No. of children on SEN register	23	23	26	27
% of children on SEN register	25.8	25.6	28.6	27
No. of children with statements of educational needs	*	*	*	*

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 online, confidential questionnaire information to 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:

- outcomes for children with a particular focus on literacy;
- quality of provision with a particular focus on literacy including across the curriculum; and
- 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

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

- In discussion with the inspectors, a group of friendly and confident year 6 children reflected on how they benefit from the wide range of learning experiences both inside and outside of the classroom. In particular, they spoke positively about the environmental work they undertake through the Eco-Club, as well as enjoying a range learning experiences in 'Monday Club'. They praised: the range of rewards available to them including the house point system incentives; the shared education opportunities that the school provides; and, the many opportunities for their work and effort to be recognised and celebrated. They talked enthusiastically about the range of leadership opportunities open to them, for example, through roles and responsibilities on the School Council and Eco-Committee.

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

- Senior leaders and governors are dedicated to improving the effectiveness of the life and work of the school. The leadership is clear about providing effective learning experiences for the children, assisting the children to make the appropriate transitions to post-primary and is highly committed to the ongoing work and contribution of the school within the local community.

- It will be important that the employing authority, 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.

The ETI was unable to evaluate fully:

- the effectiveness of strategic leadership and governance;
- 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 (DE). The year 6 children reported that they feel safe in school and know what to do if they have any concerns about their safety and 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.

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.

Health and safety/Accommodation

1. There is a need to risk assess the adequacy of the side gates to the school to secure the site more fully.

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(s) from the governors;
- meetings with groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete an online, confidential 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;
- a meeting with a group of year 6 children; and
- scrutiny of the school's documentation relating to child protection/safeguarding.

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 impact 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.

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