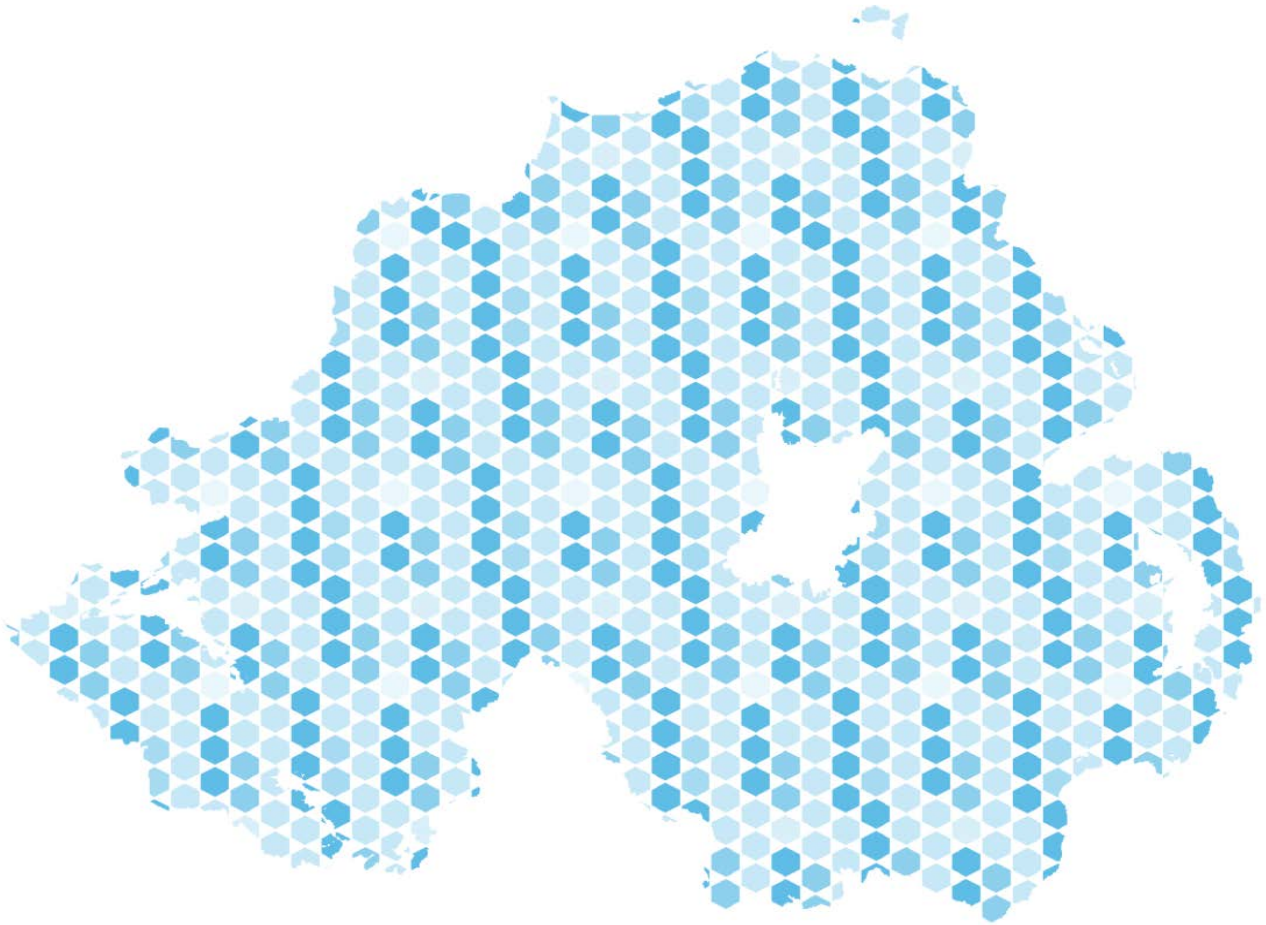


PRIMARY INSPECTION



Education and Training
Inspectorate

Crossroads Primary School,
Kilrea, County Derry

Maintained, co-educational

Report of a Follow-up Inspection
in February 2018



The Education and Training Inspectorate
Promoting Improvement

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FOLLOW-UP TO THE INSPECTION OF CROSSROADS PRIMARY SCHOOL, KILREA, COUNTY DERRY, BT51 5TW (303-2218)

The Education and Training Inspectorate (ETI) carried out an inspection of Crossroads Primary School, Kilrea, in [March 2016](#)¹ which concluded that the school needed to address urgently the significant areas for improvement identified in the interest of all the learners. The areas for improvement were to:

- develop distributed leadership and management arrangements;
- monitor systematically and evaluate the quality of the provision for learning and teaching; and
- ensure effective progression in the children's learning across the curriculum.

As a consequence, the Department of Education entered the school into the Formal Intervention Process under the Every School a Good School² policy on 19 April 2016.

The school's action plans were of a good quality and were adjusted appropriately in light of the feedback given by the ETI. The school's development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in March 2017, and a follow-up inspection on 21 February 2018.

In the interval since the initial inspection, the actions or changes which affect the work of the school include:

- significant changes in staffing have happened, including the appointment of a new principal in September 2017 and a new chair of the board of governors;
- a middle management structure is now fully operational, with newly appointed literacy and numeracy co-ordinators in post, along with other teachers who now lead on other curriculum areas; and
- the school has received extensive support and guidance provided by the Council for Catholic Maintained Schools (CCMS) and the Education Authority (EA).

Key findings

- The outcomes for the children have improved and are now good. The school's internal data shows that in 2017, almost all of the key stage (KS) 2 children are achieving as expected or above their targets in literacy, while most of the same cohort are achieving as expected or above in numeracy. The quality of the children's work, observed in their books, is of a good standard. Underachievement in literacy and numeracy is being addressed through well-targeted intervention programmes and most of the children are achieving broadly in line with expectation.

¹ <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/primary-inspection-crossroads-primary-school-kilrea-county-derry.pdf>

² [Every school a good school - a policy for school improvement | Department of Education](#)

- The quality of provision has improved and is now good. Significant work has been undertaken to improve planning, learning, teaching and assessment and the quality of the teachers' practice is consistent. All of the lessons observed were good in developing learning and one-third of the lessons observed were very good. The most effective lessons had clear instructional teaching, effective questioning and well-embedded information and communication technology (ICT) that stimulated the children's engagement and responses. The quality of the individual education plans is good; they contain clear, appropriate and measurable targets, and inform well the learning and teaching.
- The quality and effectiveness of strategic leadership, management and action to promote improvement have improved considerably, but there remains further work to ensure this good progress is sustained and this is the key area for improvement going forward. The newly appointed principal has been pivotal to the notable improvements in leadership and management: he has brought the necessary ability, energy and integrity to re-focus the school's mission and address successfully, and very swiftly, the shortcomings found during the original inspection. Consequently, the school is improving well as a result of the introduction of distributive leadership arrangements, along with the collegial efforts and commitment of the staff and governors.
- The newly appointed literacy and numeracy co-ordinators are bringing about the improvements required through understanding and applying their roles well and by promoting their areas of responsibility with notable levels of commitment, confidence and capability. The school has introduced a well-planned schedule of effective monitoring and evaluation procedures. The new foundation stage co-ordinator is developing well the play-based programme for the children. The planning indicates an appropriate range of interesting activities that foster well the children's personal, social and emotional development, and early literacy and numeracy skills. This improvement work is supported effectively by appropriate continuous professional development of staff, which contributes to building capacity to bring about further improvement. The successes noted here need to continue.
- The governors have benefitted from appropriate up-skilling and are carrying out their roles and responsibilities more effectively: consequently, there can be confidence in the aspects of governance evaluated. They are better informed about the work of the school because of the principal's clear updates and evaluations at their meetings and the governors have been key to promoting a revived culture of raising expectations and contributing to a more appropriate culture of accountability and audit.
- The Council for Catholic Maintained Schools (CCMS) and the Education Authority (EA) provided an extensive range of effective support which has resulted in the very good out-workings that have been seen during this inspection, particularly through the improvements in the quality of learning and outcomes for the children.

- On the basis of the evidence available, the arrangements for safeguarding reflect the guidance issued by the Department of Education. A number of confident and articulate KS 2 children talked with inspectors about their school and they enthused about their learning experiences and the encouragement and support they receive from the staff. They reported clearly and unanimously that they feel safe and happy in school and know what to do if they have any concerns about their well-being.

Overall effectiveness

Crossroads Primary School needs to address an important area for improvement. The follow-up inspection has identified the following area for improvement:

- to continue embedding further the self-evaluation arrangements and the associated good work in learning and teaching that have taken place under the leadership of the new principal.

The ETI will conduct a further follow-up inspection in 12 to 18 months.

Health and safety/accommodation

- Aspects of the school's accommodation are inadequate and a programme of works is essential to address the significant accommodation failings, which include condemned mobile classrooms, a leaking roof and the forced use of an assembly hall/ dinner hall as a classroom.
- There are significant inadequacies and risks to the children's safety in the arrangements for dropping-off and picking-up of the children due to the shortcomings of a cramped and tight car park and a lack of space at the front of the school on the Drumgarner Road. These limitations to space create a situation where cars are forced to park on a busy, single lane road outside the front of the school, where normal traffic is permitted to drive past at high speed.

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