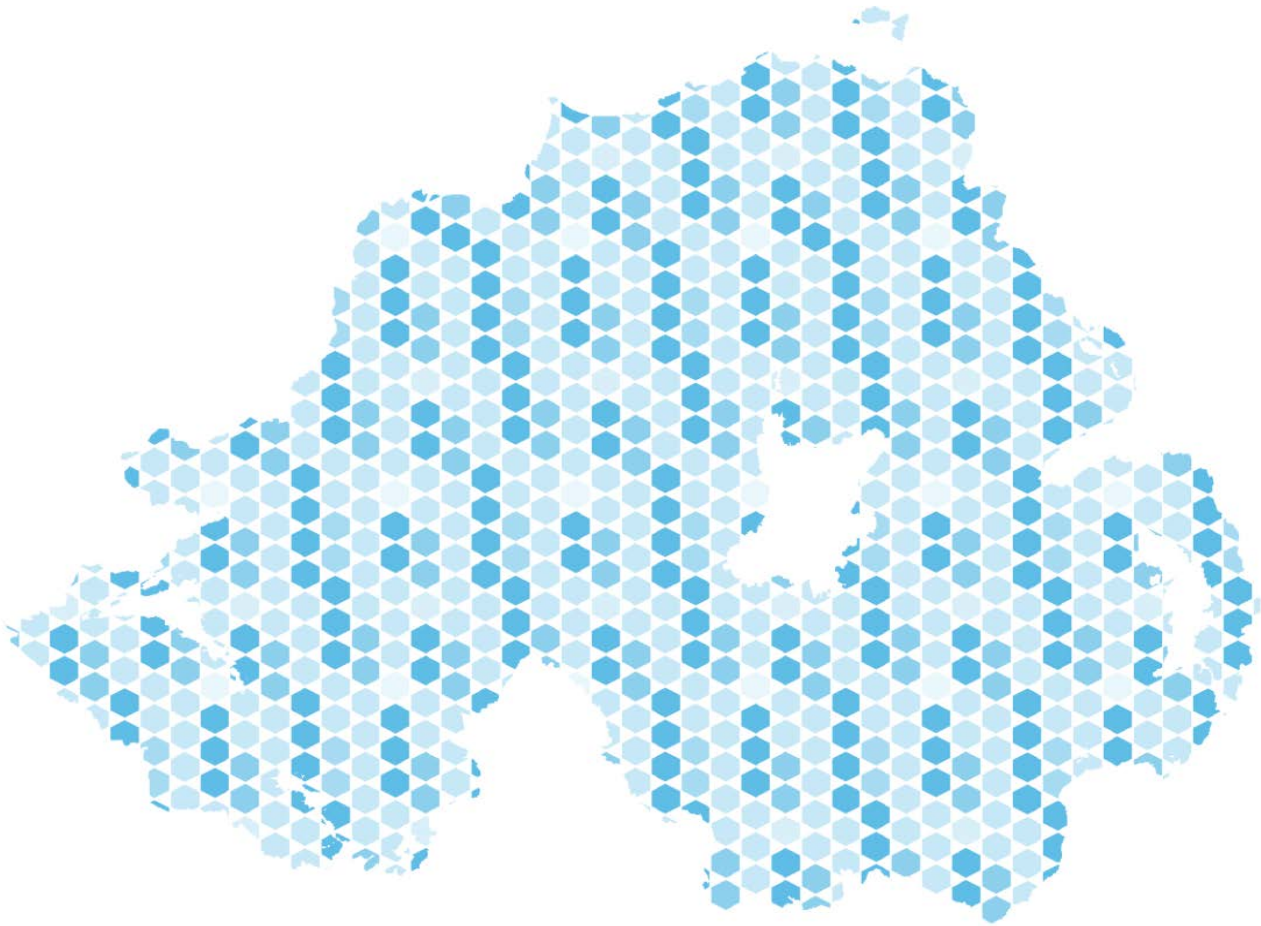


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Holy Cross Primary School,  
Attical, Kilkeel, County Down

Maintained, co-educational

Report of a Follow-up Inspection  
in June 2018



The Education and Training Inspectorate  
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## **FOLLOW-UP TO THE INSPECTION OF HOLY CROSS PRIMARY SCHOOL, KILKEEL, COUNTY DOWN, BT34 4HT (503-1694)**

The Education and Training Inspectorate (ETI) carried out an inspection of Holy Cross Primary School in June 2016<sup>1</sup>, which concluded that the school needed to address urgently significant areas for improvement in the interest of all the children.

The areas for improvement were to:

- review urgently the arrangements for safeguarding children and update them in line with the guidance issued by the Department of Education;
- address the areas for improvement in learning and teaching identified at each key stage, in order to raise the standards attained by all the children; and
- build a team of co-ordinators with the capacity to monitor, review and effect improvement within their respective areas of responsibility.

As a consequence, the Department of Education entered the school into the Formal Intervention Process under the Every School a Good School<sup>2</sup> Policy in June 2016.

The school's action plans 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 a safeguarding follow-up visit in September 2016, an interim follow-up visit to the school in June 2017, and a follow-up inspection in June 2018.

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

- an acting principal was appointed in September 2017;
- the roles and responsibilities for the co-ordinators were clarified;
- whole-school planning was reviewed, resulting in a comprehensive, agreed shared planning format for the key curricular areas;
- members of staff visited other primary schools in the area to observe and share good practice;
- staff availed of opportunities for teacher professional learning provided through the Education Authority and in local clusters; and
- the acting-principal and governors received support from the Catholic Council for Maintained Schools (CCMS) in strategic leadership and management.

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<sup>1</sup> [https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/primary-inspection-holy-cross-primary-school-attical-county-down\\_0.pdf](https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/primary-inspection-holy-cross-primary-school-attical-county-down_0.pdf)

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

## Key findings

- The outcomes for learners are now good; noting the improvement in literacy. The children express their views confidently and articulately. There has been significant improvement in the accuracy and creativity of the children's writing across the curriculum, a particular strength being their topic work. An analysis of the school data indicates that most of the children are achieving as expected in literacy and numeracy.
- The quality of provision is now good. There is a shared understanding of effective learning and teaching to take account of the children's interests, needs and abilities. The teachers' planning now includes an appropriate focus on differentiation to meet the needs of all of the children and the development of their thinking skills and personal capabilities. The significant improvement in planning has led to consistency in learning and teaching throughout the school, and has impacted positively on the outcomes for the children. Almost all of the lessons observed during the follow-up inspection process were good or better, with a majority being very good.
- The quality and effectiveness of leadership, management and action to promote improvement are now good. The acting-principal has developed a strategic, distributive approach to leadership which supports capacity building and succession planning within an embedded culture of self-evaluation in the school. The staff have worked effectively with the acting principal to identify, share and disseminate good practice in planning, learning and teaching. The roles and responsibilities of the co-ordinators have been enhanced to include planned ongoing monitoring and evaluation of the provision which has led directly to improvements in the outcomes for the children. The co-ordinators and teachers are making effective use of a wide range of assessment information to identify the individual needs of the children, track their progress and to inform learning and teaching, notably regarding the children who have special educational needs.
- The governors are well-informed about the improvement work of the school, including the curriculum and the children's learning experiences, through engaging directly with the staff and with groups of children. They provide support and challenge, as appropriate, to the staff and the school leadership. Based on the evidence available at the time of the follow-up inspection process, there can be confidence in the aspects of governance evaluated.
- The staff, acting principal and governors have received very good professional development and support from the Education Authority and CCMS in a number of areas, including safeguarding, literacy, numeracy and strategic leadership.

## Safeguarding

- The deficiencies in the safeguarding arrangements identified in the original report have been addressed. The arrangements in place for safeguarding now reflect the guidance issued by the Department of Education. During the followup inspection, a group of children from year 6 reported to the inspectors that they feel safe and secure in the school and know what to do if they have any concerns about their well-being.

## **Overall effectiveness**

Holy Cross Primary 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 in the priorities identified through the school development planning process.

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