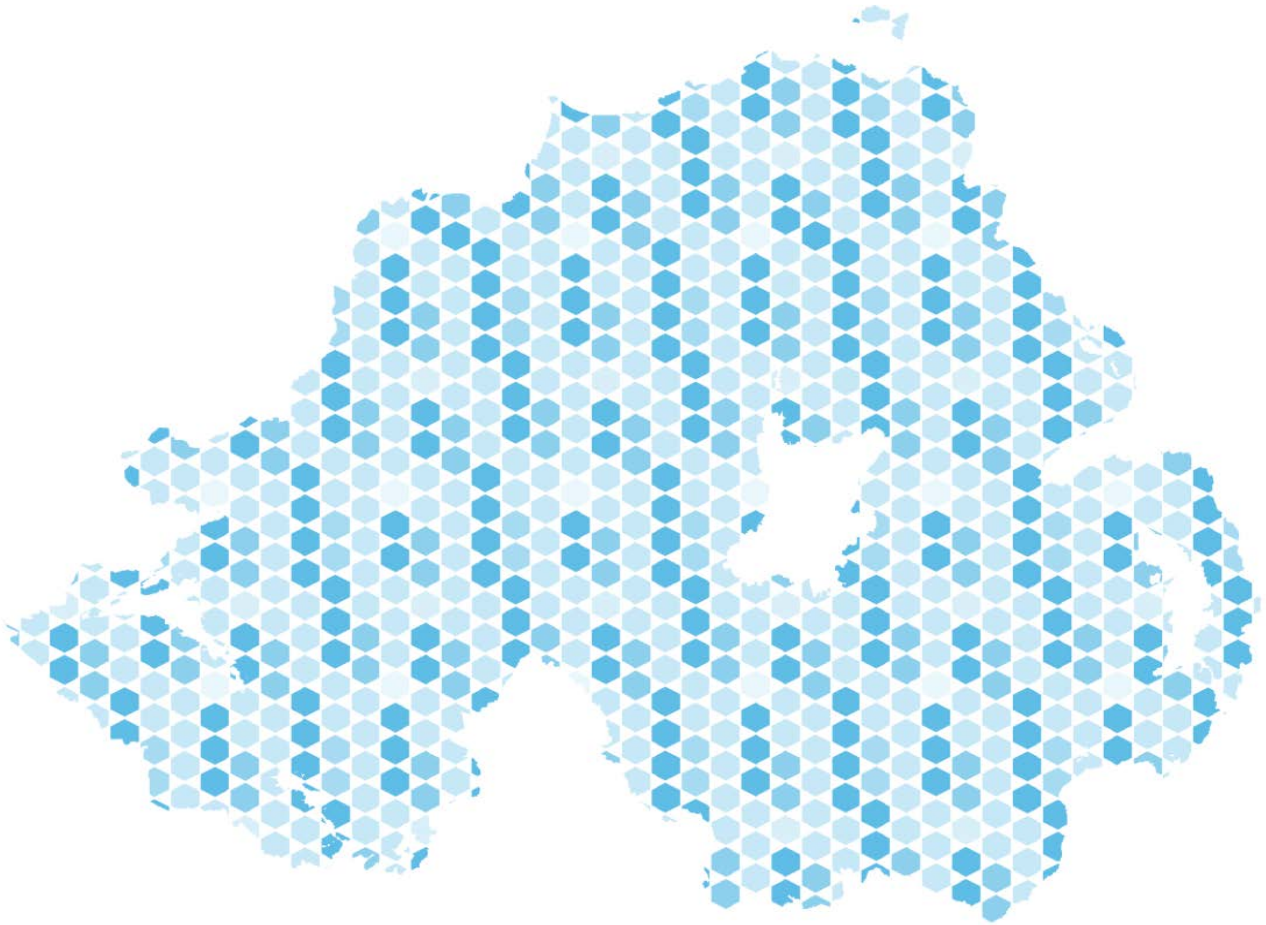


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Killinchy Primary School,  
Killinchy, County Down

Controlled, co-educational

Report of a Follow-up Inspection  
in May 2018



The Education and Training Inspectorate  
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## **FOLLOW-UP TO THE INSPECTION OF KILLINCHY PRIMARY SCHOOL, KILLINCHY, COUNTY DOWN, BT23 6PN (401-6396)**

The Education and Training Inspectorate (ETI) carried out an inspection of Killinchy Primary School in March 2017 which concluded that the school needed to address important areas for improvement identified in the interest of all the learners. The areas for improvement were to:

- improve the outcomes for the children through more effective differentiation within classes and across key stages;
- build the capacity of the co-ordinators to improve planning for, and evaluate the impact on, learning and teaching;
- strengthen the governance and involve the whole-school development of an effective school community in the improvement programme; and
- address the unsatisfactory arrangements for safeguarding.

The school's action plans were of a very good quality. The school's development plan was adjusted in light of the inspection findings.

The ETI returned to the school in April 2017 to monitor and report on the arrangements for [safeguarding](#)<sup>1</sup> children. An interim follow-up visit was carried out in September 2017 and a follow-up inspection in May 2018.

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

- significant changes in staffing, including the appointment of a vice-principal in September 2017;
- a review and re-distribution of roles and responsibilities throughout the school;
- the appointment of link governors; and
- minimal and relevant support and guidance provided by the Education Authority (EA).

### **Key findings**

- The outcomes for the children are now very good. The group of year 7 children, who met with the inspectors, were able to use a wide range of mental mathematical strategies to answer questions confidently and explain their thinking using appropriate mathematical language. The children have a very good understanding of problem-solving skills and draw on a wider range of mathematical strategies as they progress through the school. In literacy, the group of year 7 children read fluently and with a thorough understanding of the text. The quality of the children's writing in their books and classwork is of a very high standard; including the very good formative writing achieved in the early years. An analysis of the school's internal data shows that almost all of the children are achieving as expected or above in both literacy and numeracy. The quality and presentation of the children's work is of a very good standard.

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<sup>1</sup> [https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/primary-inspection-killinchy-primary-school-killinchy-county-down-401-6396\\_0.pdf](https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/primary-inspection-killinchy-primary-school-killinchy-county-down-401-6396_0.pdf) – addendum: safeguarding

- The quality of provision is now very good. Significant work has been undertaken to improve planning, learning, teaching and assessment which has resulted in: a consistent whole-school approach to planning; a wider range of teaching strategies being used; and, appropriate differentiation to meet the needs of the children. During the follow-up process, all of the lessons observed were good or better; the majority were very good or outstanding. In the highly effective lessons the: children's learning was set in meaningful thematic contexts; teachers used effective questioning; children used well their thinking skills and personal capabilities; and, the children were challenged appropriately in their learning. The members of staff are using more effectively the school's data to challenge the children in their learning and to meet their differing and individual needs. Information and communication technology (ICT) is used well to stimulate the children's engagement and responses.
- The quality and effectiveness of strategic leadership, management and action to promote improvement is now outstanding. The principal has been pivotal to the significant improvements in leadership and management by addressing successfully, and very swiftly, the shortcomings found during the original inspection. The introduction of distributive leadership arrangements, along with the professional, collegial efforts and commitment of the staff and supported by the now highly effective co-ordinators, has transformed learning and teaching in the school.
- The governors are carrying out their roles and responsibilities more effectively; consequently, there can be a high degree of confidence in the aspects of governance evaluated. The governors are better informed about the work of the school through detailed updates and evaluations at their meetings. The governors have been central to promoting a revived culture of raising expectations and contributing to a more appropriate culture of responsibility with accountability pertaining to the children's learning experiences and outcomes.
- During the follow-up inspection, the school provided evidence that the arrangements for safeguarding children reflect the guidance from the Department of Education.

### **Overall effectiveness**

Killinchy Primary 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.

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