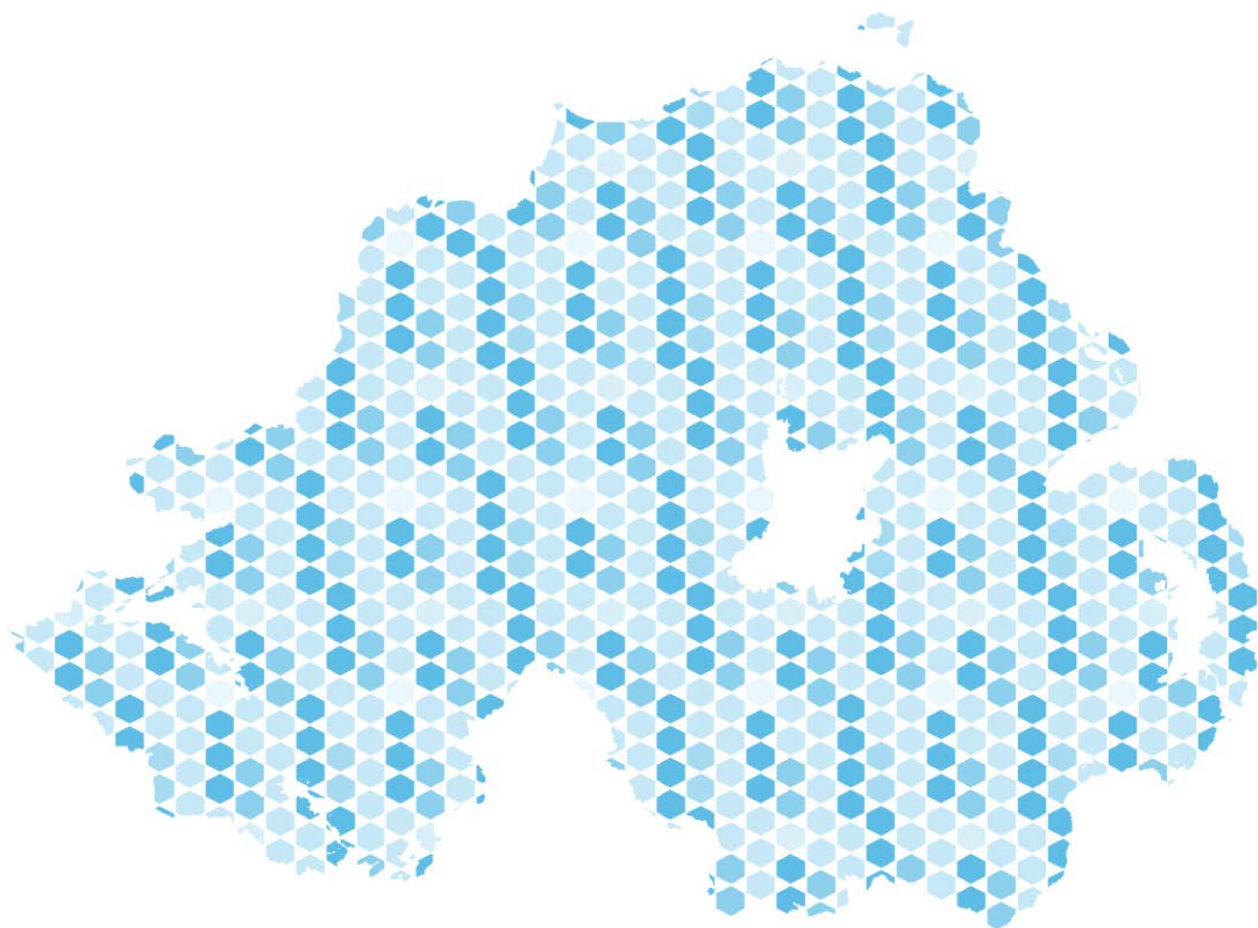


PRIMARY INSPECTION



Education and Training
Inspectorate

Kirkistown Primary School,
Cloughey, County Down

Controlled, co-educational

Report of a Follow-up Inspection
in June 2018



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



FOLLOW-UP TO THE INSPECTION OF KIRKISTOWN PRIMARY SCHOOL, CLOUGHEY, NEWTOWNARDS (401-1373)

The Education and Training Inspectorate (ETI) carried out a follow-up inspection in March 2015 and a second follow-up in November 2016 which concluded that the school needed to address urgently a significant area for improvement identified in the interest of all the learners.

The area for improvement was to:

- improve the leadership and management at a senior leadership level, in particular, the need to secure and sustain more effective working relationships and communication strategies, in the best interest of the staff and the children.

An interim follow-up visit was carried out in October 2017 and a follow-up inspection in June 2018.

The school governors requested that the confidential questionnaires be re-issued to the school community; a small number of parents and staff responded to the questionnaire. Most of the responses were very positive; all of the views and opinions expressed through the questionnaires have been discussed with the acting principal and governors.

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

- the former principal left the school in November 2017;
- the acting principal will remain in the school until the new principal takes up post in September 2018; and
- relevant support and guidance was provided by the Education Authority (EA).

Key findings

- The outcomes for the children are now good. The children are 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 good understanding of problem-solving skills and draw on a wider range of mathematical strategies as they progress through the school. The children talk confidently and knowledgeably about their favourite authors, read fluently and have a thorough understanding of the text. The quality of the children's writing in their books and classwork is of a good standard. 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 good standard.
- The quality of provision is now 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. In the very good lessons, the children's learning was set in meaningful contexts and the plenary sessions were used well to consolidate the learning. The teachers used effective questioning to develop the children's thinking skills and personal capabilities and challenged them appropriately in their learning. The staff are using more effectively the school's data to target specific children to meet their differing learning needs.

- The quality and effectiveness of strategic leadership, management and action to promote improvement are now good. The acting principal has been central in bringing about the significant improvements in leadership and management by supporting the staff, particularly the co-ordinators and governors. Development planning and actions to bring about improvement are now embedded in the school's work; the school development plan is monitored closely and actions implemented effectively. The co-ordinators have systematically improved the provision within their area of responsibility through regular monitoring and evaluation; the levels of support by the EA were reduced appropriately during the follow-up process.
- There are effective working relationships and communication strategies at a senior leadership level, in particular, the current climate promotes a more collegial approach to the developmental of the work of the school. The acting principal and co-ordinators report that the children and staff benefit from the collegial approach to their work.
- The governors are highly supportive of the life and work of the school. They 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.

Overall effectiveness

Kirkistown Primary School has capacity for sustained improvement in the interest of all the learners. The senior management should continue to monitor and evaluate rigorously the impact of the work of the school, including the curricular teams, on the quality of provision and on the standards achieved by the children.

The ETI will monitor how the school sustains improvement.

© CROWN COPYRIGHT 2018

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