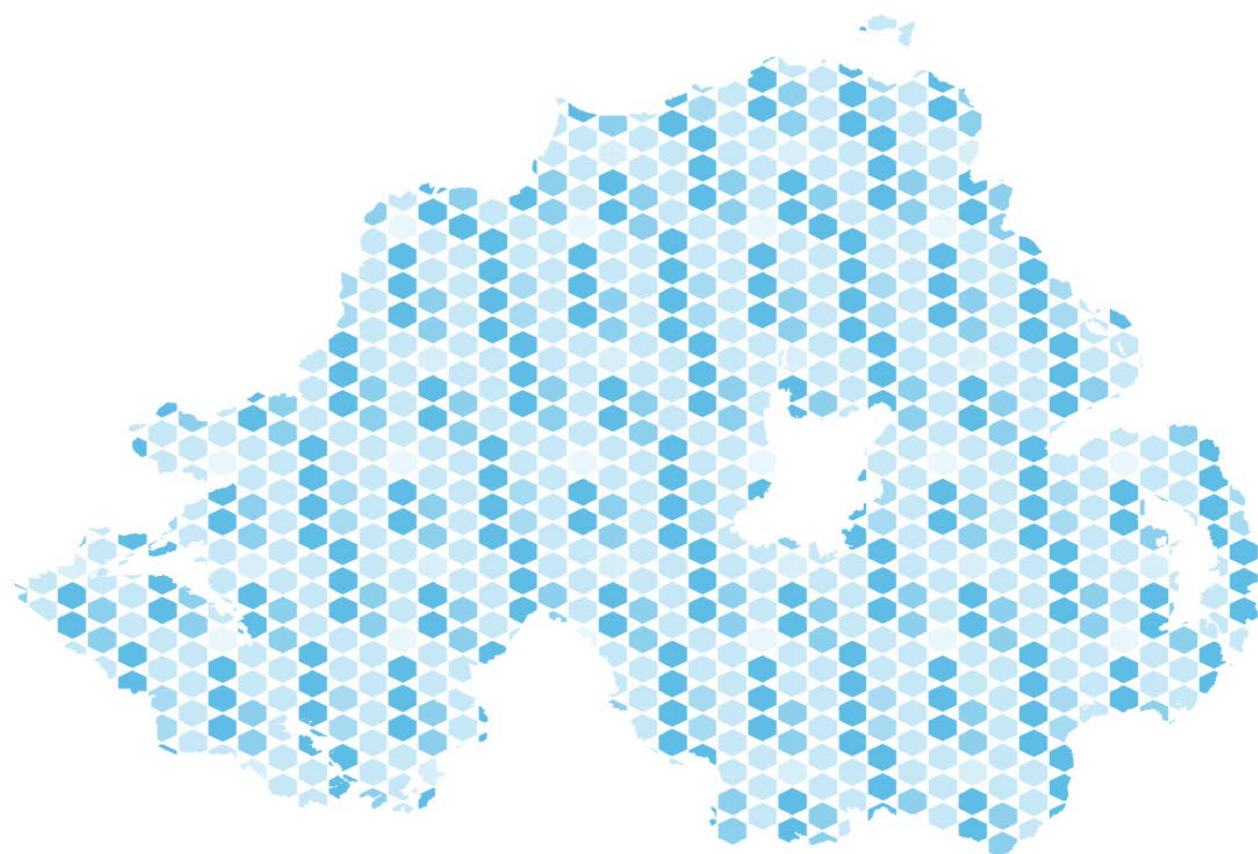


PRIMARY INSPECTION



Education and Training
Inspectorate

Killinchy Primary School,
Killinchy, County Down

Controlled, co-educational

Report of an Inspection in
March 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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INTRODUCTION

1. Context

Killinchy Primary School is a controlled primary school situated in the village of Killinchy on the western shores of Strangford Lough. Most of the children attending the school come from beyond the village in the surrounding rural area. The school operates at full capacity. The school has experienced a period of instability with changes in senior management. Following the appointment of an acting-vice-principal in June 2016 and a new principal in November 2016, an audit of provision was completed; this resulted in an intervention plan being implemented with the agreement of staff, governors and the Education Authority. Consequently, the senior leadership has prioritised and reviewed, as a matter of urgency: the child protection and safeguarding arrangements; contractual agreements; and, roles and responsibilities.

Killinchy Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment	348	336	362	358
% School attendance	97.0	96.5	96.8	N/A
% NI Primary school average	95.6	95.4	N/A	N/A
FSME Percentage ¹	6.9	6.0	4.4	6.14
No. of children on SEN register	52	53	55	65
% of children on SEN register	14.9	15.8	15.2	18.2
No. of children with statements of educational need	7	7	7	5
No. of newcomer children	*	5	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

Twenty-eight percent of parents and 42% of the staff responded to the confidential questionnaires. The responses to the parental questionnaire were positive in expressing appreciation for the dedicated and caring staff, and their children's enjoyment of school life. The written comments indicated appreciation for the recently introduced monthly newsletter and electronic communication system. The responses to the staff questionnaire expressed support for the new management and conveyed their commitment to taking the work of the school forward. The ETI has communicated to the principal and members of the board of governors the main findings, and the individual issues arising from the questionnaires.

3. Focus of the inspection

In order to promote improvement in the interest of all children, the inspection linked internal and external approaches to evaluate the:

- outcomes for children with a particular focus on numeracy and literacy including across the curriculum and how the school is addressing low attainment and underachievement where applicable;

¹ The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

- quality of provision with a particular focus on numeracy and literacy including across the curriculum; and
- quality of leadership and management.

4. Overall findings of the inspection

Overall effectiveness	Important areas for improvement
Outcomes for learners	Important areas for improvement
Quality of provision	Important areas for improvement
Leadership and management	Important areas for improvement

KEY FINDINGS

5. Outcomes for learners

- The progression for the children's learning, from year 1 to year 7, in literacy and numeracy is inconsistent.
- The outcomes for learners in numeracy have important areas for improvement. There is undue variation in the outcomes for the children as they progress through the key stages. By year 7, the most able children are secure in their number facts and demonstrate effective levels of flexibility in their mathematics thinking using appropriate mathematical vocabulary to explain their thinking and the strategies they use to arrive at solutions. Overall, there is an over emphasis on the development of number; there needs to be a more balanced delivery of the mathematics curriculum with greater emphasis on developing a wider range of mathematical concepts and skills.
- In contrast, the outcomes in literacy are good. By year 7, the most able children express an enjoyment of reading and speak knowledgeably about a wide range of authors and books; they are fluent readers who use a wide range of reading strategies and discuss confidently their understanding of texts. The quality of the children's writing skills and outcomes are variable within and across key stages, particularly in the foundation stage and key stage (KS) 1; however, by upper KS2, most of the children write in different forms to a very good standard. The children's writing across the curriculum is underdeveloped in the three key stages; they need to apply more creatively and consistently their knowledge of writing forms across the areas of learning. The children with additional needs in literacy make progress in line with their individual education plans.
- The quality of the children's work using information and communication technology (ICT) is good. The children have embraced the technology and use it confidently, particularly during the foundation stage play.
- The development of the children's thinking skills and personal capabilities and assessment for learning approaches are variable across the key stages. In a significant minority of lessons observed, the children collaborated in the design of the learning objectives, worked effectively in purposeful paired and group work and reflected on their own and peers' learning; across the school, the children need more regular opportunities to develop these important skills.

- The children's wider skills and dispositions do, however, enable them to express themselves well through art, music and sport and when communicating with adults. They enjoy school, are generally attentive during lessons and apply themselves well to the learning tasks.

6. Quality of provision

- Planning is an important area for improvement. The medium-term planning identifies activities and tasks. In the majority of classes, the teachers' evaluations of learning and teaching lack rigour and do not inform sufficiently future planning. The short-term targets in the individual education plans are inconsistent regarding clarity of purpose to meet the individual needs of the children and do not ensure sufficient differentiation in the in-class practice. There is a need to improve the quality of the planning to ensure progression in the children's learning, particularly in numeracy and across the foundation stage regarding play-based learning.
- Approximately one-fifth of the lessons observed had important and significant areas for improvement. In these lessons, the pace and challenge was not effective enough and the focus was on the task and not the learning. There was limited use of assessment for learning approaches by the children. Overall, there is a need to: challenge the more able children; develop their thinking skills and personal capabilities; and, improve the outcomes for the children through more effective differentiation across all key stages.
- In the highly effective practice, in approximately two-fifths of the lessons, there were high expectations of all the children and learning was contextualised very effectively to add depth and meaning. On several occasions, ICT complemented well the lesson and facilitated independent work. In the more effective mathematics lessons, there was appropriate differentiation for all the learners and meaningful opportunities for problem solving.
- The quality of the provision for numeracy is a significant area for improvement. In almost one-third of the numeracy lessons observed, the work was not planned and resourced effectively to meet the learning needs or abilities of all of the children; consequently, learning did not progress sufficiently. In contrast, in a significant minority of lessons observed, the teachers engaged the children well in their learning through the appropriate use of physical resources and materials which were linked to, and developed, their understanding of mathematics.
- The literacy programme has focused appropriately on developing the children's range of reading strategies, associated follow-on activities and reading resources. There is, however, variation in the application of the literacy programme and the challenge presented in the reading activities and writing experiences across the key stages. In the effective play-based learning in year 1, the children developed their reading and writing skills across the curriculum. In the very good practice in years 6 and 7, the children accessed a more challenging programme that extended their knowledge and understanding of literature, developed their capacity to analyse text and applied their writing skills to other areas of the curriculum.

- The quality of the individual education plans and the learning experiences in class are variable for children who require additional support with aspects of their learning. The children's specific and individual needs are met well during the withdrawal sessions provided by the learning support teacher.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare does not underpin sufficiently planning for learning in order to meet effectively the needs of all the children.

7. Leadership and management

- Overall, the leadership and management is an important area for improvement; however, there have been notable steps taken to enhance the strategic leadership of the school during the current academic year. In line with the 2015-18 school development plan, the staff have focused on developing areas such as the development of: the children's ICT skills; and, reading strategies. Since November 2016, the senior leadership, supported by the board of governors, has identified important areas for improvement and started addressing shortcomings in child protection and safeguarding which required urgent improvement. Consequently, key school policies and procedures have been put in place with appropriate rigour.
- The co-ordinators audit aspects of the provision and identify actions to bring about improvement. At the time of the inspection, owing to the period of instability in senior leadership, the co-ordinators had reviewed previous action plans but there were no specific action plans available for 2016-2017 for their respective areas of responsibility. There is a need to develop the co-ordinators' roles by building their capacity to: evaluate the impact of learning and teaching; and, improve planning for learning in order to meet more effectively the needs of all the children.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be limited confidence in the aspects of governance evaluated. The board of governors was reconstituted in 2014. Importantly, during the current academic year, the governors have put in place interim management structures regarding the development of the curriculum, safeguarding and school finances. They now need to:
 - involve the whole school community in the development and implementation of a school improvement programme.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children are unsatisfactory. The following areas require further attention:
 - to secure the school site, as a matter of urgency, to ensure the safety of the children and staff; and
 - ensure effective procedures for conducting risk assessments are in place.

During the inspection, a group of year 6 children reported that they feel safe in the school and that they are all aware of what to do if they have any concerns about their safety or welfare. The children articulated a very good understanding of what they need to do to keep safe when using the internet.

8. Overall effectiveness

Killinchy Primary School needs to address important areas for improvement in the interest of all the learners.

The areas for improvement include the need to:

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

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 12 to 18 months.

The ETI will return to the school within six weeks to monitor and report on progress in addressing the safeguarding issues.

Health and safety / Accommodation

There is an urgent need to address the following health and safety issues.

- Secure the school site, in particular, the access to the mobile classrooms and children's toilets from the playground.
- Children in the mobile classrooms cross a vehicle route to access the main building.
- Fencing around the children's playgrounds is either absent or too low with wide gaps that could impact negatively on the children's safety.
- The electrical wiring in the mobile classrooms could be a risk.
- Vision panels on classroom doors need to be left clear of materials at all times.

The new principal has raised recently a series of health and safety issues with the Education Authority.

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 observed learning and teaching, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

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

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.

² And the overall provision in a subject area or unit, as applicable.

ADDENDUM TO THE REPORT ON THE INSPECTION OF KILLINCHY PRIMARY SCHOOL IN FEBRUARY 2017

SAFEGUARDING

In line with its child protection/safeguarding procedures, the Education and Training Inspectorate returned to Killinchy Primary School on Friday 28 April 2017 as a follow-up to the original inspection which took place in February 2017; the purpose of the visit was to monitor and report on the safeguarding issues, evaluated as unsatisfactory in the inspection.

On the basis of the evidence available, the revised arrangements for safeguarding the children now reflect the guidance issued by the Department of Education.

During the interim period, the school has received support from the child protection and health and safety officers of the Education Authority.

The school still needs to have the fencing erected around the top playground and continue to embed its safeguarding policies and procedures in practice.

The Education and Training Inspectorate will continue to monitor the quality of the school's pastoral provision, and the associated areas for improvement, as part of the follow-up inspection process.

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