

# Education and Training Inspectorate PRIMARY INSPECTION



Killowen Primary School, Coleraine, County Londonderry

Controlled, co-educational DE Ref No: 301-2237

Report of an Inspection in September 2019



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
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EXCELLENCE



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## INTRODUCTION

### 1. Context

Killowen Primary School is located on Shuttle Hill in Coleraine. Almost all of the children come from the surrounding area. The school is participating in a well-established shared education partnership involving all of the children with three local primary schools. Each class has its own council, and there is a school council that plans curricular and community events and provides the children with opportunities to be involved in school life.

Killowen Primary School	2016-17	2017-18	2018 -19	2019-20
Enrolment	201	209	205	204
% School attendance	95.3	95.1	N/A	N/A
% NI Primary school average	95.5	94.9	N/A	N/A
FSME Percentage <sup>1</sup>	45.3	42.1	46.3	41.7
No. of children on SEN register	54	59	54	49
% of children on SEN register	26.9	28.2	26.3	24
No. of children with statements of educational need	6	7	*	5
No. of newcomer children	12	12	7	7

**Source:** data as held by the school.

\* fewer than 5

N/A not available

### 2. Children's, parents' and staff questionnaire responses

Approximately 34% of parents, 89% of staff, and 90% of the year 7 children responded to the confidential, online questionnaires; most of these responses were highly positive. Almost all of the parental responses affirmed the work of the school and nearly all of the written comments indicated good levels of satisfaction with the life and work of the school. All of the staff responses were wholly positive and commented favourably about the positive working relationships, the good quality of communication and supportive teamwork. The responses to the year 7 online questionnaire indicated the children's enjoyment of their learning in school and the range of extra-curricular activities; in particular, the children mentioned their enjoyment of the shared learning work with their school partners. The ETI has communicated to the principal and the chair of the board of governors the main findings and any 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;
- quality of provision with a particular focus on numeracy and literacy including across the curriculum; and
- quality of leadership and management.

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

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Very good
<b>Leadership and management</b>	Very good

#### KEY FINDINGS

##### 5. Outcomes for learners

- The children attain very good outcomes in literacy. The school prioritises and develops reading very effectively and most of the children who spoke with the inspectors enjoyed it very much. In discussion with the inspectors, a group of year 7 children read with fluency, intonation and understanding; they talked confidently about their favourite authors and genres and used effective strategies which improve their spelling and comprehension of texts. The school's internal data shows that most of the children achieve as expected or above in literacy.
- The children achieve very good outcomes in numeracy. Almost all of the children's work observed is of a high standard. They apply effectively their mathematical knowledge and problem-solving skills to real-life contexts. The school's internal data indicates that by the end of key stage (KS) 2 most of the children make very good progress in mathematics. Most of the children make very good progress and acquire and develop well their literacy and numeracy skills.
- The children's behaviour is exemplary, they are friendly, courteous and disposed positively to learning. They engage enthusiastically and work independently and collaboratively in a range of open-ended activities. The children use proficiently their information and communication technology skills to enhance their learning across the curriculum and produce work of a very good quality. The school's digital leaders use their knowledge and skills confidently to support their peers and those who need help. The school- and eco-council develop the children's leadership skills and allow them to express their views and contribute to decisions about matters that affect them. The children enjoy participating in the shared education partnership developing better mutual understanding through sporting, cultural and musical opportunities.

##### 6. Quality of provision

- The planning for literacy is coherent, progressive and integrates fully the acquisition and development of reading, writing, and talking and listening. The planning has suitable breadth and challenge and connects appropriately to other areas of the curriculum. The school provides the children with a range of effective feedback mechanisms which develops improvement in the children's writing.
- The quality of the provision for numeracy is very good; the planning ensures appropriate coverage of the curriculum for each year group. The teachers provide a wide range of learning approaches including practical activities, individual and group work, active learning strategies and use skilfully questions to develop the children's vocabulary and mathematical thinking.

- In nearly all of the lessons observed, the quality of learning and teaching was very good with the remainder outstanding. In these lessons, classroom management was highly effective, learning was very well differentiated and the teachers used questioning techniques adeptly in order to draw out better understanding. Formative assessment is used highly effectively in guiding the children to improve further the quality of their work and inform future learning in literacy and numeracy.
- The staff use effectively, and holistically, appropriate information about the children including transitional information from pre-school, internal data, and additional pastoral knowledge to identify and inform early interventions. The literacy and numeracy support is practical and includes both in class and small group withdrawal sessions that develop effectively the children's skills and confidence. Appropriate interventions are in place, such as, reading partnership and literacy and numeracy focus groups; the classroom assistants provide effective support for the children. Individual education plans are suitably personalised and target improvement through detailing appropriate strategies.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. The school community lives out the school's mission statement of 'putting children first'.

## **7. Leadership and management**

- The senior and middle leadership is highly effective. There is a clear strategic vision exemplified through a well-consulted, very good quality school development plan, and associated action plans, that identify appropriate priorities and targets for school improvement. The leadership monitor, evaluate and review the work of the school and use this to demonstrate, and inform, notable improvements in the outcomes for the children and their learning experiences.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are kept fully informed about, and understand their role in, the school improvement process. They support and challenge appropriately the principal and staff and make a meaningful contribution to the life and work of the school.
- The programme for staff development, including teacher professional learning, is given a high priority in the school which results in high quality teaching, improved learning experiences and sustains a culture of reflective practice.
- The school has positive links with the community it serves. The well-developed partnerships with local pre-schools and post primary schools are used to support good transitions for the children.

## **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the Department of Education. The children report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

## **9. Overall effectiveness**

Killowen 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.

### 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 observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for inspection include:

- a meeting with representatives of the governors;
- meetings with groups of children; and
- the opportunity for the children, parents, teaching and support staff to complete a confidential, online 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 management<sup>2</sup>:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners.
Does not impact positively enough on learning, teaching and outcomes for learners.

<sup>2</sup> And the overall provision in a unit, as applicable.

## Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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