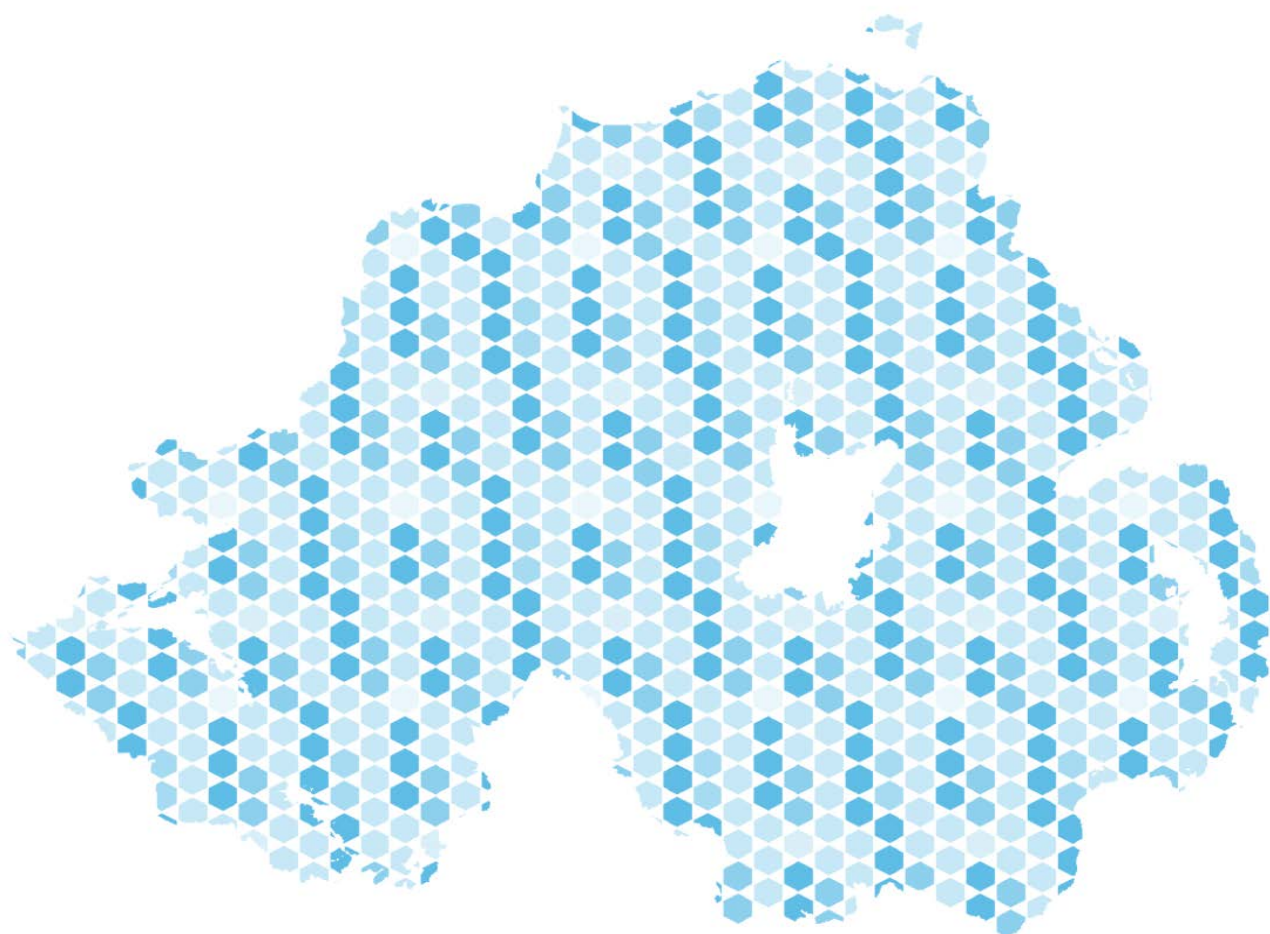


PRIMARY INSPECTION



Education and Training
Inspectorate

Kilross Primary School,
Tobermore,
County Londonderry

Report of an Inspection in
January 2016

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms used by the Education and Training Inspectorate

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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

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.
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.

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

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

Forty-five percent of parents and 89% of staff responded to the confidential questionnaire. The responses to the parental questionnaire indicated high levels of satisfaction with the life and work of the school. In particular, the parents highlighted the high regard for the school in the local community and their appreciation of the teachers' and support staff's commitment and dedication in providing a caring, child-centred learning environment. Most of the staff completed the questionnaire and their responses were very positive; they emphasised the quality of the working relationships across the school and the links with the parents and wider community. The ETI has reported to the principal and a representative of the board of governors the very few issues emerging from the questionnaires.

2. Focus of inspection

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards with a particular focus on numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on numeracy; and
- quality of leadership and management.

3. Context

Kilross Primary School is a controlled co-educational primary school situated one and a half miles from the village of Tobermore in County Londonderry. Almost all of the children attending the school come from the immediate and surrounding rural areas. The enrolment has declined in recent years and currently stands at 44 children. The percentage of children entitled to free school meals has increased in the last four years. The school is involved in a shared education partnership with a local Irish-medium primary school.

Kilross Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	49	48	42	44
% School attendance	96.5	93.4	95.2	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	14	23	21	23
No. of children on SEN register	8	6	7	9
% of children on SEN register	18	13	17	20
No. of children with statements of educational need	*	*	*	*
No. of newcomer children	*	*	*	0

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Good

5. Achievements and standards

- The children are welcoming and mannerly to visitors and their behaviour is excellent. In all of the classes, the children are happy and ready to learn and co-operate well with their teachers. Benefitting from clearly established routines, almost all settle quickly to their learning activities and are able to self-manage and work independently.
- The school's performance data shows that most of the children, including those who require additional support with aspects of their learning, make progress in English in line with their ability or above expectation. Almost all of the children, including those who require additional support with aspects of their learning, make progress in mathematics in line with their ability or above expectation.
- In mathematics, the children engage well with practical activities and enjoy working in pairs and groups. By key stage (KS) 2, the children are flexible in their thinking and demonstrate a secure understanding of key concepts across the mathematics curriculum. They would benefit from more consistent opportunities to explain and extend their mathematical reasoning, using more confidently the associated mathematical language and mental strategies. The standard of the work in the children's books shows good progression and the presentation of their work is of a high quality across the key stages.

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

6. Provision for learning

- Most of the teaching observed was effective or highly effective, with appropriate differentiation, effective questioning and good use of stimulating resources to progress the learning and build further the children's understanding. The school has been focusing appropriately on problem-solving, mental mathematics and developing the children's reading for understanding; as well as through the World Around Us, identifying and providing greater opportunities for investigative work.
- In developing further the effective teaching, the teachers need to make greater use of real-life contexts to connect better the learning for the children and by making further use of well-focused evaluations to inform future planning and teaching. A more consistent approach to marking for improvement, including self- and peer- review, would progress further the children's learning. Information and communication technology (ICT) is underdeveloped throughout the school; the staff are appropriately beginning to address this aspect of the provision.
- The needs of those children who require additional support with aspects of their learning are identified at an early stage and appropriate interventions are put in place. The classroom assistants work skilfully with the teachers in supporting the children's learning and personal development. There needs to be greater consistency and focus in the targets set in the individual education plans.
- The quality of the provision for numeracy is good. The children experience a broad and progressive programme for mathematics across the key stages. To develop further the children's mathematical learning experiences, the staff need to: provide more consistent opportunities to apply their mental strategies and investigative skills to well-planned and interesting problem-solving activities; embed increased opportunities to explain, explore and debate the processes and strategies; and encourage the children to be confident and secure in their mathematical reasoning and develop their higher order thinking skills. The school needs to make use of further first-hand evidence in monitoring and evaluating the quality of, and progression in, the children's mathematics.
- The quality of pastoral care is very good and the commitment to the welfare of the children is evident in the caring, supportive and inclusive ethos which permeates the work of the school. The school lives out its motto, "Educating the Whole Child", as evidenced by the questionnaire returns and the inspection findings. The children's achievements are valued and celebrated throughout the school, developing well their self-esteem. The children show care and respect for one and other and their learning environment.
- The school gives very good attention to promoting healthy eating and physical activity thereby encouraging the children to adopt healthy lifestyles.

7. Leadership and management

- The key priorities identified in the school development plan (SDP)² are appropriate and set down the development and improvement work of the school; these priorities are informed by increased use of data and improved consultation to seek the views of children, parents, staff and governors. The staff, teaching and non-teaching, are working effectively and collaboratively as a team; they are all focused on improving further the quality of the children's learning experiences and the standards that they attain. The school needs to develop and embed its quality assurance arrangements, making use of further first-hand evidence to monitor and evaluate the impact of the development and improvement work agreed in the SDP.
- Continuing professional development is valued within the school. The governors recognise the benefit of cluster arrangements and the shared education partnership in supporting ongoing curriculum development and providing good opportunities for the sharing of expertise and professional development.
- The school has well-established links and partnerships with the parents and the wider community, providing a range of opportunities beyond the classroom which benefit the children's learning and development.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated; financial and safeguarding arrangements are kept under regular review. It will be important for the governors to exercise more fully their challenge function.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspectors, the children in year 6 and year 7 reported that they are happy and secure in school and know what to do if they have any concerns about their well-being.
- It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

8. Overall effectiveness

Kilross Primary School demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

The ETI will continue to monitor how the school sustains improvement. In particular, the need to:

- make use of further first-hand evidence in monitoring and evaluating the impact of the development work in mathematics.

The ETI will monitor how the school sustains improvement.

² The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

Health and Safety

1. The employing authority, governors and principal need to review the times that the gates into the school are opened and closed.
2. There is a lack of car parking facilities at the school. This presents safety concerns during drop-off and collection times for the children.

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