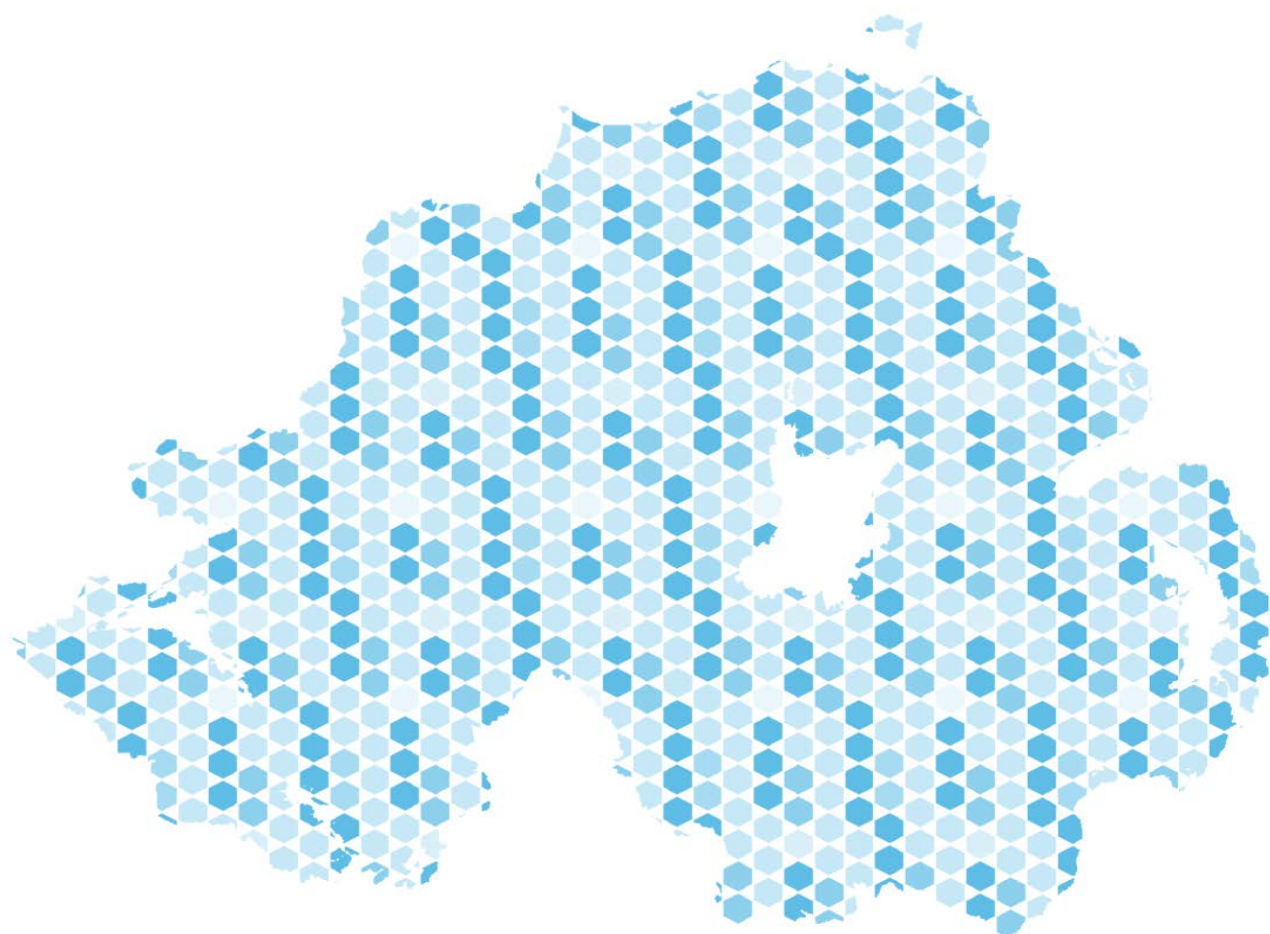


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Knockahollet Primary School,  
Dunloy, County Antrim

Report of an Inspection in  
December 2015



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

Ten percent of parents responded to the questionnaire. Their responses indicated very high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their children's enjoyment of school and the progress they make in a caring, supportive learning environment, and praised the staff for their hard work and approachability. A majority of the staff completed questionnaires and their responses were also very positive, highlighting the teamwork and support within the school. No significant issues were raised. The ETI reported to the principal and a representative of the board of governors the main points emerging from the questionnaires and discussions.

## **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 literacy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on literacy; and
- quality of leadership and management.

## **3. Context**

Knockahollet Primary School is a controlled primary school situated approximately seven miles from Ballymoney. The children attending the school come from the immediate and wider, mostly rural areas. The enrolment is steady and the school operates at almost full capacity. The percentage of children entitled to free school meals has declined in the past four years while the proportion requiring additional help with aspects of their learning has fluctuated.

Knockahollet Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	99	103	99	99
% School attendance	96.1	96.5	96.5	N/A
% NI Primary school average	94.9	95.6	N/A	N/A
FSME Percentage <sup>1</sup>	19	18	14	11
No. of children on SEN register	8	15	10	12
% of children on SEN register	8	15	10	13

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

\* fewer than 5

N/A not available

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Achievements and standards</b>	Outstanding
<b>Provision for learning</b>	Outstanding
<b>Leadership and management</b>	Outstanding

#### 5. Achievements and standards

- The children are confident, motivated and inquisitive learners. From year one, they are able to make connections in their learning and use their literacy and numeracy skills across the curriculum. The children's highly developed thinking skills and personal capabilities are evident in how they manage themselves and their resources, make choices in investigative, problem-solving activities, collaborate with others and support and challenge one another in their learning. They show creativity in presenting their work and use information communication technology effectively to support and enhance their learning.
- The school's performance data shows that in English, most children, including those who require additional support with aspects of their learning, make progress in line with their ability or above expectation. In mathematics, the majority of children, including those who require support with aspects of their learning, make progress in line with their ability or above expectation.
- The quality of the standards achieved by the children in literacy is outstanding. Throughout the school, the children present their ideas articulately, explain and justify their thinking and respond maturely and sensitively to the views of others. In the foundation stage, the children develop a keen interest in books and are enabled to make connections between reading and writing. As they progress, the children read for a wide range of purposes and across the curriculum. The children in year seven talked knowledgeably about different books and authors they are familiar with and read fluently and with expression. The children write extensively across the curriculum; for example, they record findings from science experiments following the collation and interpretation of data, summarise information gained from wider research and show empathy and understanding of characters from their reading books by writing from another's perspective. As they progress through the school, the children demonstrate a secure understanding of genre, of purpose and of audience in their written work.

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

## **6. Provision for learning**

- All of the lessons observed were highly effective in progressing the children's learning; the quality of learning and teaching in most of the lessons was outstanding. A key feature of all lessons is the consistently creative and innovative approach by the teachers to integrating and connecting the children's learning across the curriculum. Their shared understanding of how to advance the children's learning in literacy and numeracy, and the high expectations held by both the staff and the children, results in consistently purposeful, focused and meaningful learning in all classes. The well-planned activities enable the children to explore and discover, inquire and challenge, and to analyse and think critically.
- The children who require support with aspects of their learning benefit from early intervention and the staff's high expectations for what they can achieve. These children are fully integrated into the life of the school and are supported sensitively by their peers.
- The provision for literacy is underpinned by highly effective planning for rich, enquiry-based learning which integrates skilfully talking and listening, reading and writing, and pervades all areas of the curriculum. The focus on developing the children's writing is evident in the planning and practice in all classes.
- The quality of pastoral care is outstanding. The children are supported and challenged to do their best, and to take risks in their learning. The children take on roles and responsibilities with maturity; they are proud of their school and their achievements and share their work confidently with visitors. The learning environment is calm, orderly and purposeful and relationships throughout the school are warm and respectful. The staff know the children well and show careful consideration of their individual needs and interests.

## **7. Leadership and management**

- The leadership and management of the school is highly effective. The capacity of all staff to bring about improvement is evident in the consistently high quality learning experiences provided for, and the standards achieved by, the children throughout the school. The collegial approach to school improvement is underpinned by robust internal quality assurance procedures to track the children's progress in literacy and numeracy, and by shared professional knowledge and understanding of the curriculum and effective learning and teaching.
- The school development plan is child-centred, comprehensive and evaluative with concise and well-focused action plans. The self-evaluation process is rigorous and the school's progress in meeting the targets within the improvement plan is monitored carefully. Consequently, the school can demonstrate that past adjustments to the provision have led to improvement and inform future improvement.
- The school has effective links with others; the teachers benefit from the sharing of expertise and professional development opportunities within a cluster of local primary schools. This, in turn, is impacting positively on the learning experiences provided for the pupils.

- Based on the evidence available at the time of inspection, there can be a high degree of confidence in the aspects of governance evaluated. There is a clear sense of partnership between the governors and the staff with the interests of the children at the core of the work of the school.
- 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 reported that they are happy and secure in school and know what to do if they have any concerns about their well-being.
- In discussions with the inspectors, the children in year 6 reported that they enjoy their learning, feel safe and happy 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**

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.

**Health and Safety / Accommodation**

1. The perimeter fence is in a state of disrepair and, in places, unsafe.
2. The sanitation/drainage system is inadequate and is frequently blocked.



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