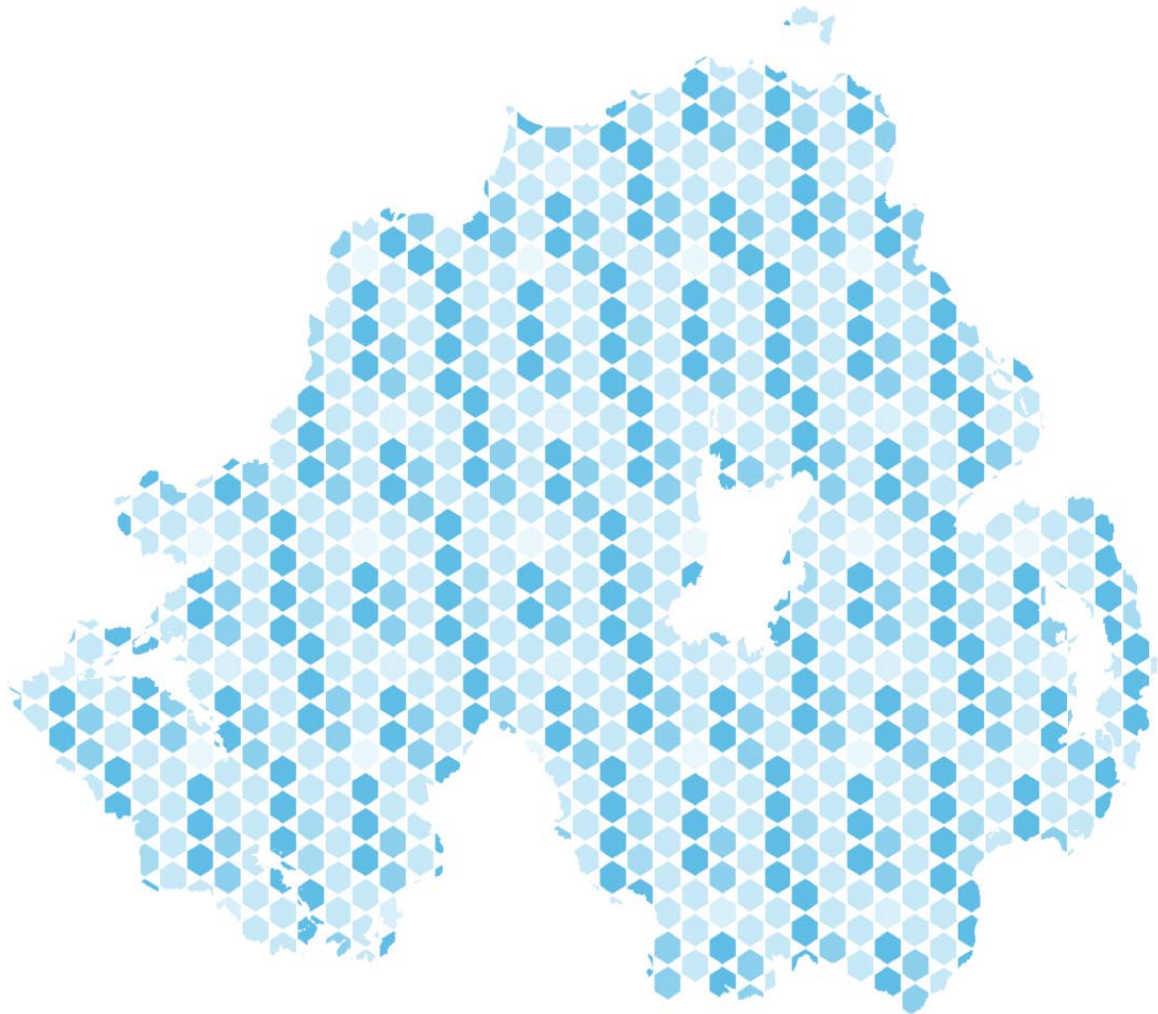


PRIMARY INSPECTION



Education and Training
Inspectorate

Kilbride Central Primary
School, Doagh

Report of an Inspection
in January 2010

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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

**KILBRIDE CENTRAL PRIMARY SCHOOL, DOAGH, BALLYCLARE, CO ANTRIM,
BT39 0SQ (301-0828)**

SCHOOL CONTEXT

Kilbride Central Primary School is situated in a rural area, just outside Doagh village. The enrolment has risen gradually over the last ten years and currently stands at 122. At the time of the inspection approximately 1.6% of the children were entitled to free school meals and 23.7% of the children were on the special needs register. During the inspection, two substitute teachers were employed to cover for teachers on maternity leave.

FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management including the school's processes for self-evaluation.

The school's arrangements for pastoral care and child protection were also evaluated.

OVERALL FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision.

KEY FINDINGS OF THE INSPECTION

- The children are confident, well motivated and show very positive attitudes to their learning. Their behaviour is excellent.
- In English and mathematics, the standards achieved by the children are very good. Over the past four years, the standards attained at the end of key stage 2 have been above the Northern Ireland average and above the average of schools with a similar intake.
- The teachers are hard-working and dedicated to the education and care of the children. The quality of the teaching observed ranged from satisfactory to very good; in 75% of the lessons, the teaching was good or very good. In the best practice, the lessons were well-planned, learning intentions were shared with the children, and the activities were matched to the children's abilities.
- The quality of the arrangements for pastoral care is very good. The school has a welcoming and happy atmosphere and the ethos is supportive and inclusive. Working relationships between the children and the adults are very positive.

- The provision for those children with special educational needs is very good. Priority is given to early identification and a range of support programmes have been put in place. There is evidence that the children are making progress in their learning. Very effective links have been established with the North-Eastern Education and Library Board's audiology service and speech and language therapists.
- The school has very good arrangements in place for safeguarding the children and these reflect fully the child protection guidance issued by the Department of Education (DE).
- The school gives good attention to promoting healthy eating. The staff, children and parents have agreed a healthy eating policy, and the children have daily access to a healthy break and drinking water. The opportunities for regular physical activity are limited due to deficiencies in the accommodation. The staff, however, make good use of the outdoor area, weather permitting, to provide a programme for physical education.
- The Principal has worked hard to raise the profile of the school in the community. She has initiated much of the recent developmental work in literacy and the provision for special educational needs. Performance data is used effectively to monitor and track the children's progress, to set targets for improvement for individual children and to inform the school's action plans.
- There is a strong sense of collegiality among the staff, and at whole-school level, the development planning processes are good. The Principal is aware of the need to promote further this culture of self-evaluation at class level and within key areas of the curriculum.

CONCLUSION

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. This includes the need:

- for the school's management team to continue to monitor the quality of the children's learning and, in particular, to ensure that the existing good teaching practice observed during this inspection is disseminated throughout the school.

The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection as well as meetings with representatives from the Board of Governors (Governors), a group of interested parents and a group of children from year 6. Ninety questionnaires were issued to the parents; 39% were returned to DE and 16 of these contained additional written comments. The responses from the questionnaires indicated that all of the parents appreciate the care and support provided for their children, the high standard of behaviour expected by the staff and the information provided for the parents in relation to the school's policies and procedures. Seventy-five per cent of the written comments made reference to perceived deficiencies in the school's accommodation. The issues arising from the parental questionnaires were shared with the staff and the Governors.

All of the teaching staff responded to the online teacher questionnaire. The responses were positive about all aspects of the school.

The inspectors also met with a group of year 6 children who talked very positively and enthusiastically about aspects of school life.

They are aware of what to do if they have worries about their safety or well-being.

HEALTH AND SAFETY

- The school building includes a small hall which was originally designed to accommodate indoor physical education (PE), school meals, and assemblies. Due to increased enrolment, this hall is now inadequate for whole-school events and is currently being used as a classroom. As a result the children can no longer have indoor PE and the older children take school meals in their classroom. It is important that the school managers continue to review the use made of the available accommodation within the school and regularly assess the potential health and safety risks associated with the provision of indoor PE and the current arrangements for school meals and lunches.

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