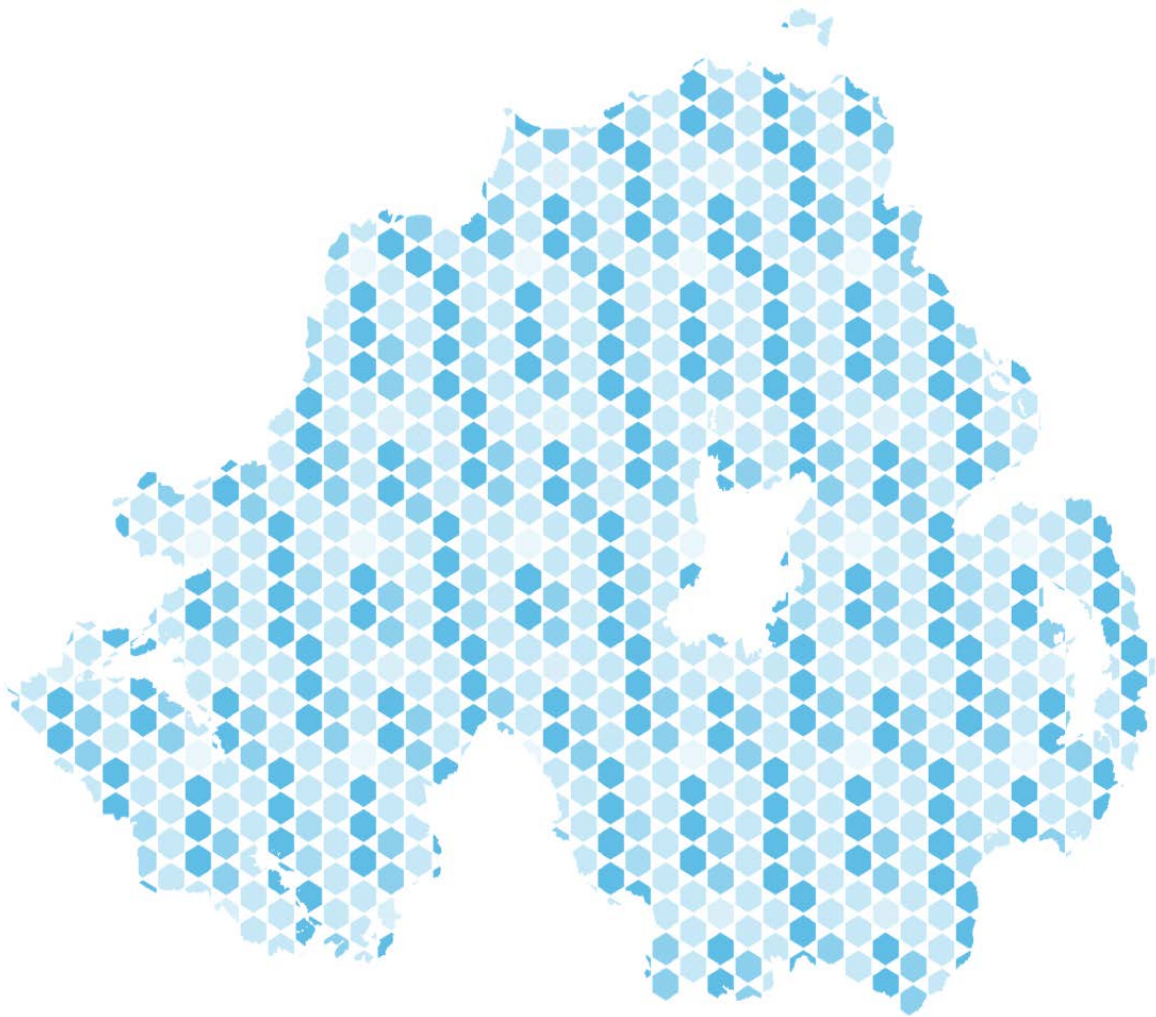


PRIMARY INSPECTION



Education and Training
Inspectorate

Kilrea Primary School,
Coleraine

Report of an Inspection
in October 2012



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

SCHOOL CONTEXT

Kilrea Primary School is situated in the village of Kilrea. The majority of the children come from the rural community surrounding the village within a seven miles radius of the school. The enrolment trend has been steady for the last few years and currently stands at 76 children. The percentage of children entitled to free school meals (FSM) is approximately twelve per cent, and almost twenty nine per cent of the children have been identified by the teachers as having special educational needs.

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.

OVERALL FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by this school is very good, and the quality of pastoral care is outstanding. The school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self improvement.

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

The quality of the children's achievements and standards is very good.

- The children attain very good standards in English and mathematics, and are making very good progress in applying their literacy, numeracy and ICT skills across the curriculum.
- Based on the school's own comprehensive data, almost all of the children are making very good progress in their learning, including those children identified with special educational needs.

Provision for Learning

The quality of the provision for learning is very good.

- The children are highly motivated and engaged in their learning. During the inspection, the children's behaviour was exemplary. They are articulate and confident, and show high levels of independence in their work.
- The quality of the teaching observed ranged from good to outstanding. Most of the teaching was of a good standard, and a few of the lessons observed were outstanding. In the best practice, the teachers had high expectations of the children's work and provided appropriate challenge for the range of abilities in the classes. The teachers' skilful questioning enabled the children to develop their thinking and to make extended responses.

- The quality of the arrangements for pastoral care is outstanding. A positive, inclusive and welcoming ethos pervades the school and there are positive working relationships at all levels. A key feature of the pastoral care is the work of the 'Eco Council' which allows the children to contribute to decisions which affect their life in school.
- On the basis of the evidence available at the time of inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant department.
- The school gives excellent attention to promoting healthy eating and physical activity for the children, for example, the emphasis placed on eating healthy snacks at break time and the provision of a wide range of extra-curricular activities.
- The provision for special educational needs is very good. There are effective withdrawal sessions in place in both literacy and numeracy to support the needs of identified children. The targets outlined in the individual education plans (IEPs) are appropriate. The classroom assistants are well trained and work effectively to support the children in class and through a reading partnership programme.

Leadership and Management

The overall quality of the leadership and management is very good.

- The Principal holds a teaching commitment in key stage 2 and co-ordinating roles in addition to her leadership responsibilities. She promotes a strong sense of collegiality among the staff. She has led effectively the school team in a range of curriculum developments, including the gathering and analysis of performance data and the further development of support for children with special educational needs.
- The teachers work well together to promote improvement in the children's learning, and there is an increasingly rigorous culture of self-evaluation in the school. The school development plan (SDP) is appropriate; the staff recognise the need to have a more systematic and strategic approach to evaluation and action planning and to include more detail in the action plans.
- The accommodation is well maintained and is used well to promote the children's learning.

CONCLUSION

In the areas inspected, the quality of education provided by this school is very good and the quality of pastoral care is outstanding. The school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self improvement.

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.

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Kilrea Primary** iii. **Date of Inspection: W/B 01/10/12**
 ii. **School Reference Number: 301-2269** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	10	9	8	9	11
Enrolments					
Primary	82	80	75	73	76
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 95.6% **NI Avg Att: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 96.8%
- | | Primary & Reception | Nursery Unit | Special Unit | Irish Medium Unit |
|---|---------------------|--------------------|--------------|-------------------|
| D. i. Number of Teachers (including the principal and part-time teachers): (Full-time equivalent = 25 teaching hours) | 5 | 0 | 0 | 0 |
| ii. PTR (Pupil/Teacher Ratio): | 15.2 | NI PTR: 20.2 | | |
| iii. Average Class Size: | 25.3 | | | |
| iv. Class Size (Range): | 23 to 29 | | | |
| v. Ancillary Support: | | | | |
| Number of Hours Per Week : | | | | |
| i. Clerical support: | | | | 15 |
| ii. Foundation Stage Classroom Assistant Support: | | | | 21 |
| iii. Additional hours of other classroom assistant support: | | | | 87.5 |
| vi. Percentage of children with statements of special educational needs: | | | | 6.58% |
| vii. Total percentage of children on the Special Needs Register: | | | | 28.95% |
| viii. Number of children who are not of statutory school age: | | | | 0 |
| ix. Percentage of children entitled to free school meals: | | | | 11.84% |
| x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools): | English
91.67% | Mathematics
75% | Irish
N/A | |

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

The arrangements for the inspection included the opportunity for the parents and the staff to complete confidential questionnaires prior to the inspection.

Of the 52 questionnaires issued to the parents, 20 were returned to Inspection Services Branch, including ten which contained additional written comments. Almost all of the parents expressed high levels of satisfaction with the work of the school. In the written comments, they expressed their appreciation of the high quality of the care their children receive in the school.

All of the confidential online questionnaire returns from the teachers and members of the support staff were very positive and acknowledged the strong sense of team-work amongst the staff.

The Education and Training Inspectorate has reported to the Principal, and representatives of the governors, the findings from the questionnaires.

The inspectors also met with a group of the children from year 6. The children stated that they feel happy and secure in school, and are aware of what to do if they have concerns about their safety and well-being.

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