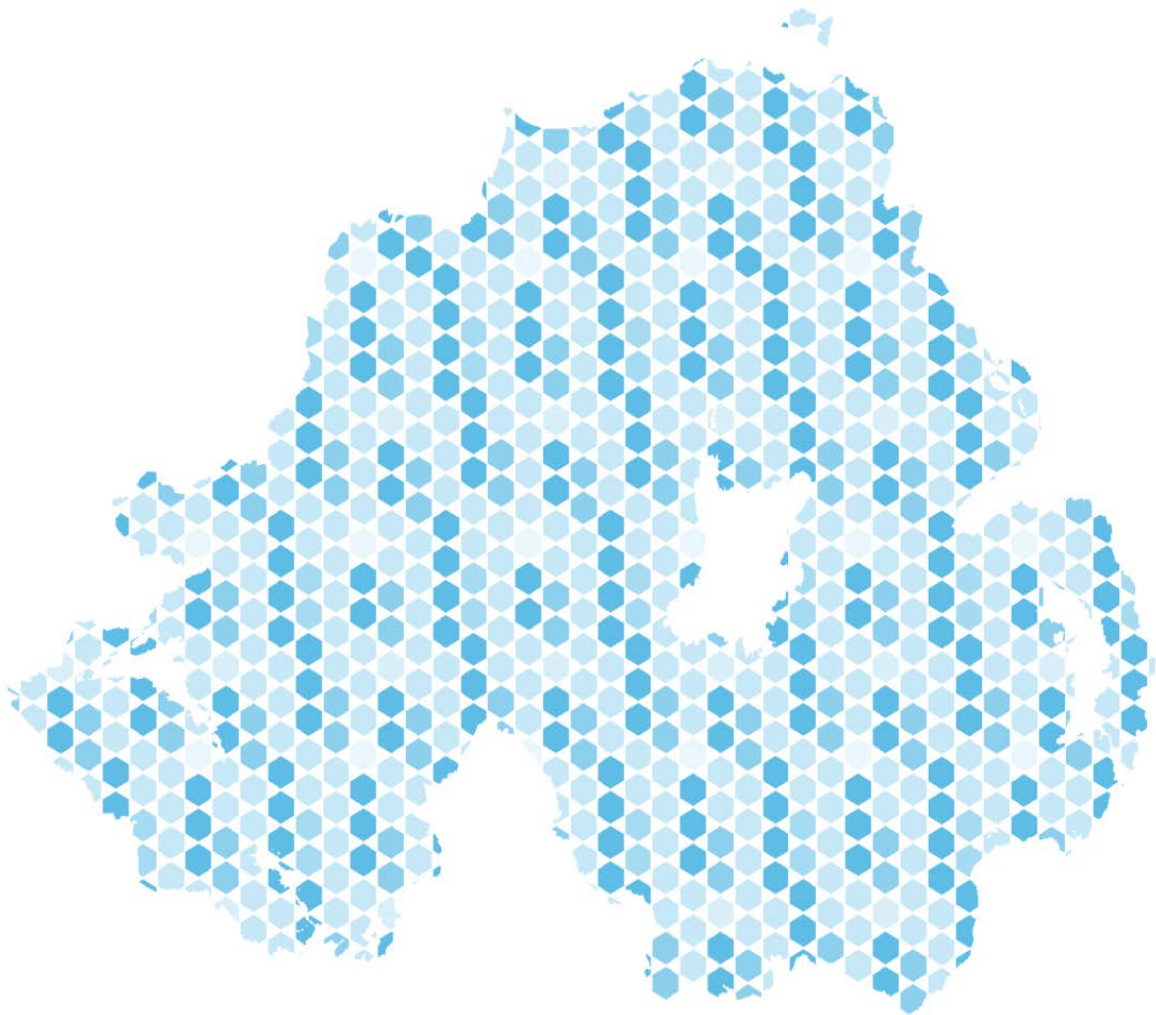


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Killowen Primary School,  
Coleraine

Report of an Inspection  
in May 2013



Providing Inspection Services for  
Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

CUSTOMER  
SERVICE  
EXCELLENCE



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## Inspection methods and evidence base

The inspection evaluations are based on evidence gained from lesson observations, from scrutiny of the children's completed written work and from a range of documentation including the school's internal performance data. In addition, the inspection team held discussions with groups of the children, with teaching and non-teaching staff and with representatives from the Board of Governors.

The views of the parents, teaching and non-teaching staff were sought through a confidential questionnaire prior to the inspection. The reporting inspector discussed any issues raised through the questionnaires with the principal and the governors. A summary of the outcomes from the questionnaires is included in section 6 of the report.

## 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%

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

## 1. School context

Killowen Primary School is situated close to the centre of Coleraine, County Londonderry. Most of the children come to school from the surrounding area. The school enrolment has increased steadily over the past four years and now stands at 189. At the time of the inspection 39% of the children were entitled to free school meals and 31% of the children were identified as requiring help with aspects of their learning.

## 2. Focus of inspection and overall finding

The inspection focused on:

- the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and under-achievement where applicable;
- the quality of provision; and
- the quality of leadership and management.

In addition, the use of information and communication technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection, were evaluated.

### OVERALL FINDING OF THE INSPECTION

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

#### Summary of key findings

Achievements and standards	Very Good
Quality of provision	Very Good
Leadership and management	Very Good

### KEY FINDINGS OF THE INSPECTION

## 3. Achievements and standards

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

- The children are well-motivated, and are enthusiastic and inquisitive learners; they engage very effectively with one another in small groups and when working in pairs. The children enjoy taking part in discussions and in challenging class activities, during which, they are able to think flexibly and complete investigations with creative approaches to their work. They listen attentively to one another and can re-organise their thinking and ideas in response to the contributions from their peers.

- The school's internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make very good progress in both English and mathematics in line with their ability or above expectation. An analysis of the end of key stage (KS) 2 assessment data shows that in three of the last four years, the school's performance in English has been at or above both the Northern Ireland (NI) average and the average of schools in the same free school meals category. In mathematics the school's performance has been below both the NI average and the average of schools in the same free school meals category in three years over the corresponding period.
- The children achieve very good standards in literacy and good standards in mathematics. Almost all of the children are articulate and confident in their talking and listening and they read with fluency and expression. Throughout the school the children write for a range of audiences and purposes and by the end of KS2 they are developing a strong sense of style, maturity and empathy in their writing. The majority of the children are secure in their knowledge and understanding of most aspects of the mathematics curriculum and are able to apply their mathematical knowledge in meaningful contexts. By the end of KS2, the most able children, have a good understanding of a wide range of mathematical concepts and have flexibility in their mathematical reasoning and computation.
- Almost all of the children in the school who have been identified with special educational needs (SEN) make good progress in their learning in line with their ability.
- The children, particularly those in upper KS1 and in KS2, make very proficient use of ICT as a tool to manage their learning, research information, make choices about the way they present their work and to record video and audio clips of their self assessments. Throughout the school, the children have embraced enthusiastically the recent additions to the ICT resources and are keen to demonstrate their learning through its use.

#### 4. **Provision for learning**

##### **The quality of the provision for learning is very good**

- The quality of the learning and teaching in the lessons observed was always good; the majority was very good, and in over one-fifth of the teaching it was outstanding. The teachers use assessment for learning strategies very effectively in their teaching to build on the children's prior learning and connect it well to other areas of the curriculum. Planned and incidental opportunities for the children to talk about what they have learned, and the effective questioning of the teachers, encourage the children to give very good extended responses. Innovative use is made of ICT to engage the children, to support their learning and to develop their creativity. The teachers reflect regularly on their classroom practice and have appropriately high expectations of what the children can achieve.

- There is an appropriate whole-school scheme in place to guide the teaching of numeracy and literacy. The children's talking and listening skills are being developed well in a cross-curricular way in order to support the children's ability to articulate their mathematical thinking and problem solving.
- The school has created a literacy rich environment to support the children's learning, and promotes the enjoyment of books through a number of successful initiatives which engage the children very well in their reading. The school has identified the need to develop further the teachers' medium term planning and it will be important that this includes the planning for play-based learning to ensure that numeracy and literacy skills are more fully developed through all areas of the play programme.
- The children with special educational needs benefit from early identification and intervention. There are strong partnership arrangements with external agencies to help the school, the children and their families in addressing barriers to the children's learning. The classroom assistants support effectively the children and assist their learning and development in the classes. Through the effective deployment of the staff, including the classroom assistants for reading partnership programmes, there are good arrangements made to provide extra support sessions for specific groups of children with reading difficulties. The school has identified appropriately the need to develop further the children's individual education plans in order to include more specific and measurable targets for the children's particular area of need.
- The high quality arrangements for pastoral care are evident in the friendly, welcoming atmosphere which reflects well the school's ethos that 'children come first'. The pastoral and academic provision is intrinsically linked reflecting the shared philosophy of the school in developing the children holistically. Through a number of forums including the school council, the views of the children are sought, valued and used to inform developments in the school's provision. The behaviour of the children is exemplary and there is a strong atmosphere of mutual respect between the adults and the children and between the children themselves.
- The school gives very good attention to promoting healthy eating and physical activity. The children are made aware of the importance of a healthy lifestyle and are provided with an appropriate range of physical activities within and beyond the curriculum.

## **5. Leadership and management**

**The quality of leadership and management is very good.**

- The leadership team and staff, under the highly effective leadership of the Principal, work diligently to bring about improvement in key aspects of the school's overall provision and place an appropriate focus on improving the children's learning experiences and the standards they attain.

- The school's self-evaluation procedures, including consultation with the staff, parents, children and governors, have been used well to inform the identification of appropriate improvement priorities for the school development plan. Very good use is made of a wide range of performance data to monitor the children's progress over time and to identify those children who may be underachieving or require additional support with aspects of their learning. A good range of action plans and a systematic monitoring programme, which includes the scrutiny of the teachers' planning and the children's work, are in place to support the school's key areas for development.
- The school, through the hard work of the Principal and governors, has established and continues to maintain and strengthen very good links with the parents, local community and nearby pre-school, primary and post-primary schools in the Coleraine area. The parents are encouraged to become involved in the life of the school through a number of cross-community initiatives including the 'Creative Change Project' which involves working with the parents and children from a local maintained primary school. Involvement in the Coleraine Education Community Project affords the school access to an education community worker, who provides a number of educational support services for the parents. The school monitors and evaluates the impact of these initiatives very closely and can demonstrate the very positive contribution they make to the school's provision.
- Based on the evidence presented at the time of inspection, the inspection team's evaluation is that the parents, staff and the school community can have a high degree of confidence in the aspects of governance evaluated. Of note are the excellent opportunities provided for staff to present to the governors on a range of school improvement initiatives and the governors attendance at school curriculum meetings in order to develop further their understanding of, and challenge as appropriate, the school's work.
- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. These arrangements reflect broadly the guidance issued by the Department of Education; however, there is a need to update the training in safeguarding and child protection for the governors.

## CONCLUSION

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

## 6. Summary of questionnaire responses

PARENTAL QUESTIONNAIRES	
Number of Questionnaires Issued	146
Number of Questionnaires Returned	33
Percentage of Returns	23%
Number of Comments	13

Almost all of the parental questionnaires indicated high levels of support for and satisfaction with the work of the school. In the additional written comments, most of the parents praised the friendly and approachable staff and their commitment to the children and the strong community spirit within the school. The concerns raised by a very small number of the parents were reported to the Principal and governors.

TEACHER QUESTIONNAIRES	
Number of Questionnaires Returned	7
Number of Comments	*

SUPPORT STAFF QUESTIONNAIRES	
Number of Questionnaires Returned	11
Number of Comments	*

\* fewer than 5

All of the teachers and almost all of the support staff questionnaires responses highlighted the strong sense of community and teamwork within the school.

In discussions with the governors, they expressed their confidence in the leadership of the Principal; praised the dedication and commitment of the staff and highlighted the school's strong links established with the local community.

In discussions with the year 6 children they spoke happily and enthusiastically about their experiences at school and are aware of what to do if they have worries about their safety and well-being.



**BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS**

- A. i. **School: Killowen Primary** iii. **Date of Inspection: W/B 20/05/13**  
 ii. **School Reference Number: 301-2237** iv. **Nature of Inspection: Focused**

B.

<b>School Year</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>
Year 1 Intake	20	25	25	31	31
<b>Enrolments</b>					
Primary	170	168	168	182	189
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 are based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 94.5% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 91.55%

<b>Primary &amp; Reception</b>	<b>Nursery Unit</b>	<b>Special Unit</b>	<b>Irish Medium Unit</b>
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- D. i. Number of Teachers (including the principal and part-time teachers): 8 0 0 0  
 (Full-time equivalent = 25 teaching hours)

ii. PTR (Pupil/Teacher Ratio): 23.6 NI PTR: 20.2

iii. Average Class Size: 27

iv. Class Size (Range): 22 to 32

v. Ancillary Support:  
 Number of Hours **Per Week**:  
 i. Clerical support: 22.5  
 ii. Foundation Stage Classroom Assistant Support: 30  
 iii. Additional hours of other classroom assistant support: 92

vi. Percentage of children with statements of special educational needs: 1.6%

vii. Total percentage of children on the Special Needs Register: 31%

viii. Number of children who are not of statutory school age: 0

ix. Percentage of children entitled to free school meals: 39%

	<b>English</b>	<b>Mathematics</b>	<b>Irish</b>
x. Percentage of children at the end of Key Stage 2 for 2011/12 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):	87.5%	71%	N/A

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