

# Education and Training Inspectorate

## PRIMARY INSPECTION



### Crossroads Primary School, Kilrea, County Londonderry

Maintained, co-educational DE Ref No (303-2218)

Report of a Follow-up Inspection in April 2019



The Education and Training Inspectorate  
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## **FOLLOW-UP TO THE INSPECTION OF CROSSROADS PRIMARY SCHOOL, KILREA, COUNTY LONDONDERRY, BT51 5TW (303-2218)**

The Education and Training Inspectorate (ETI) carried out a follow-up inspection of Crossroads Primary School Kilrea in [February 2018](#) which concluded that the school needed to address an important area for improvement identified in the interest of all the learners. The area for improvement was to:

- continue embedding further the self-evaluation arrangements and the associated good work in learning and teaching that have taken place under the leadership of the new principal.

As a consequence, the Department of Education made the decision that the school remained in the Formal Intervention Process under the [Every School a Good School policy](#) in June 2018.

The school's action plans were of a good quality and were adjusted appropriately in light of the feedback given by the ETI. The school's development plan was adjusted in light of the inspection findings and through the school's own self-evaluation processes.

The ETI carried out an interim follow-up visit in September 2018, and a follow-up inspection in April 2019.

In the interval since the original inspection, the school has received external support provided by the Education Authority (EA). The quality and impact of this collaboration has been very good, particularly, the development of the roles of the literacy and numeracy co-ordinators to evaluate the children's learning experiences and outcomes. Consequently, there have been improvements in the quality of education as reported in the key findings below.

During this period, the other actions or changes which affect the work of the school include:

- the Council for Catholic Maintained Schools (CCMS) has provided very good support for the work of the governors and principal;
- the Education Authority (EA) has provided support to the school;
- a new numeracy co-ordinator has been appointed;
- the board of governors has been reconstituted and involves itself in the scrutiny of work while adopting the use of the ETI's inspection and self-evaluation framework;

- the staff continuing to engage fully in professional development and have availed of opportunities relevant to their curricular areas, while sharing good practice through teacher professional learning; and
- the staff and governors engaging with parents through soliciting their views and by hosting numerous events.

### **Key findings**

- The quality and effectiveness of strategic leadership, management and action to promote improvement are well embedded across the school and is now good. The highly effective work of the principal continues to bring the necessary focus and energy to develop the school's improvement work, which is now much better informed through robust self-evaluation processes which are effective and are serving the children's best interests.
- The literacy and numeracy co-ordinators are committed and confident and understand their roles well, promoting and leading commendably their areas of responsibility. New systems of communicating the strategic and operational aspects of their work with the board of governors is having a positive impact on the overall quality of governance.
- Significant work has been undertaken to improve planning, learning, teaching and assessment and the quality of the provision is now very good. The classroom assistants are attentive to the children's needs and contribute well to the learning process. All of the lessons evaluated were highly effective in developing learning and the group of friendly and confident key stage 2 children, who met with inspectors, spoke well about their experiences and enjoyment of school.
- The EA support is now notably tapered and replaced by the school's own programme of continuous professional development, which is effective and reflects clearly the leadership's capacity to identify and bring about improvement in the interests of all the children. The school's own self-evaluation processes are identifying the priorities for school improvement and good quality action plans are developed and implemented accordingly.
- The governors carry out their roles and responsibilities with improved levels of understanding and conviction.
- The school is re-connecting well with the community it serves through a programme of well attended events and celebrations of the children's work and wider achievements.

## **Overall effectiveness**

Crossroads Primary School demonstrates the capacity to identify and bring about improvement in the interest of all learners. The ETI will monitor how the school sustains improvement in:

- using its own self-evaluation processes to continue its improvement journey.

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