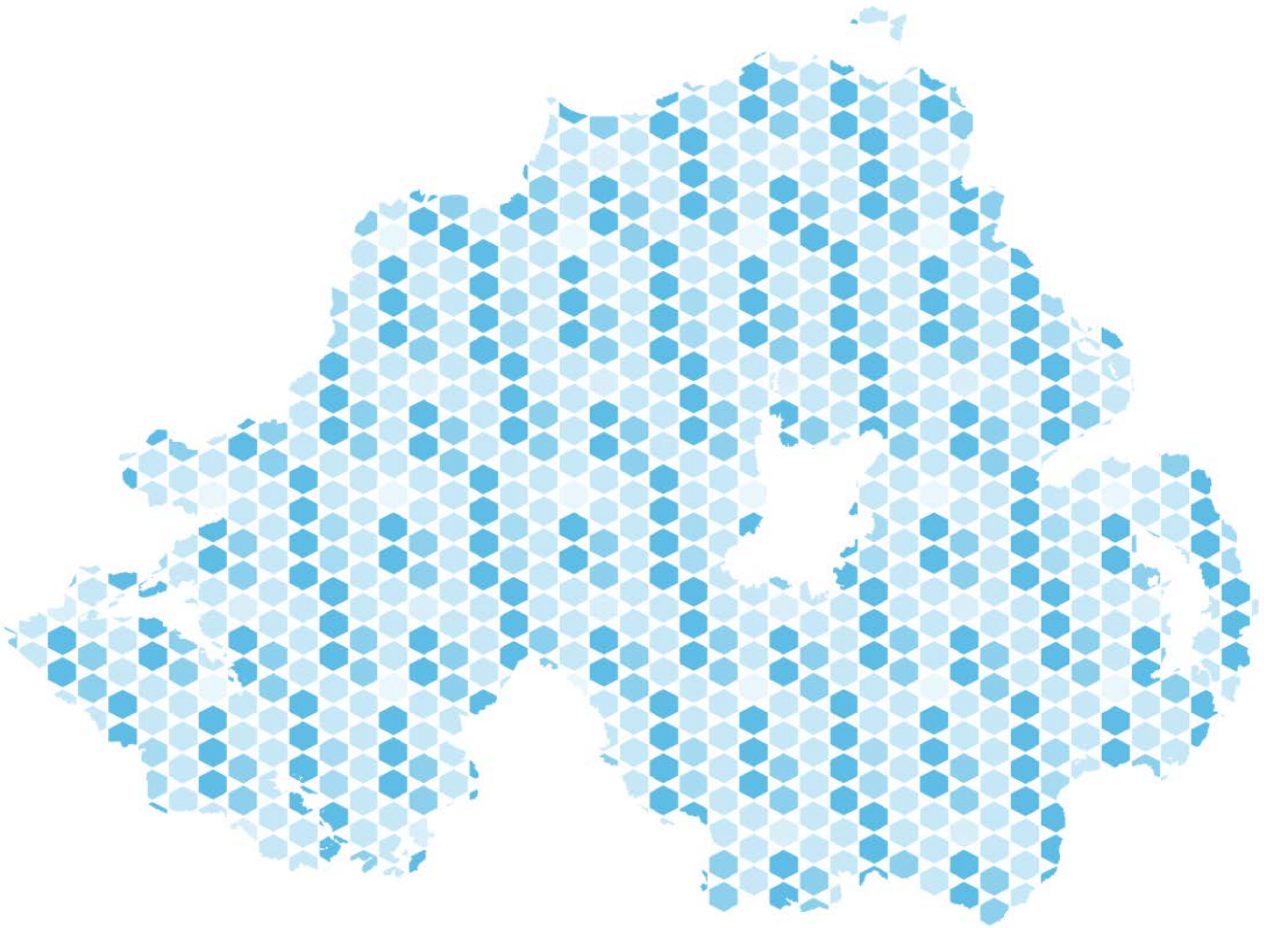


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Kirkinriola Primary School,  
Ballymena, County Antrim

Controlled, co-educational Primary

Report of a Follow-up Inspection  
in September 2016

## **FOLLOW-UP TO THE INSPECTION OF KIRKINRIOLA PRIMARY SCHOOL, BALLYMENA, BT43 6TB (301-0780)**

The Education and Training Inspectorate (ETI) carried out a second follow-up inspection<sup>1</sup> in May 2014 when the overall quality of education was evaluated as satisfactory<sup>2</sup>. The area for improvement identified at the second follow-up inspection remained the need to:

- improve the leadership and management at a senior leadership level, in particular, the need to secure and sustain more effective working relationships and communication strategies, in the best interests of all the children.

The school's action plans were of a good quality. The school's development plan was adjusted in light of the inspection findings.

The ETI carried out two interim follow-up visits in November 2014 and November 2015. The ETI returned to the school in January 2016 to undertake a follow-up inspection, but were unable to complete the inspection owing to the teachers taking action short of strike on the advice of their trade unions<sup>3</sup>; the third follow-up inspection was completed in September 2016.

In the interval since the second follow-up inspection, actions and changes which affect the work of the school include:

- the appointment of a teacher to the role of acting interim-principal in October 2015<sup>4</sup>;
- the board of governors was reconstituted and a new chair was appointed;
- the acting interim-principal, the staff team, the governors and parents completed work in creating and updating a range of key policies and procedures; and
- the enrolment of the school has remained steady at 36 children.

### **Key Findings**

The quality and effectiveness of leadership, management and action to promote improvement is now good. Senior leadership has led, in a highly effective and inclusive manner, the staff and co-ordinators in making accurate evaluations of the SDP; these evaluations are informing the identification of relevant priorities for development. The action plans focus appropriately on improving the quality of the children's learning experiences and the standards which they attain. The staff operate appropriate, systematic processes to monitor and evaluate the impact of the action plans on the provision. There are effective working relationships and improved communication at all levels. The governors, the parents and the community have engaged in inclusive strategies for consultation and communication; they are more fully involved in, and better informed about, the life and work of the school. The community can have confidence in the governance of the school with regard to their strategic management of the school including: their understanding of the school development planning process; and the children's achievements and standards.

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<sup>1</sup> <https://www.etini.gov.uk/publications/follow-inspection-%E2%80%93-kirkinriola-primary-school-ballymena>

<sup>2</sup> From September 2015, the overall effectiveness of a school previously evaluated as satisfactory has been reported as important areas for improvement.

<sup>3</sup> <https://www.etini.gov.uk/publications/inspection-letter-kirkinriola-primary-school-ballymena-county-antrim>

<sup>4</sup> Owing to the ongoing long-term absence of the principal.

The quality of learning and teaching remains good. The staff reflect on, and improve continuously, the planning, learning, teaching and assessment to meet the individual needs of the children. The teachers connect effectively and creatively key aspects of the children's knowledge and skills across the curriculum.

The standards and achievements in English and mathematics remain good. The intervention strategies for literacy and numeracy are improving the attainment of those children who require additional support with aspects of their learning. All of the children work collaboratively and take increased levels of responsibility; for example, in how they contribute meaningfully to planning and decision-making about their learning and other key aspects of school and community life.

## **Conclusion**

Kirkinriola Primary 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 in developing further the roles of the link governors.

It continues to be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the school in order to address the current and future needs of the children and the staff.

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