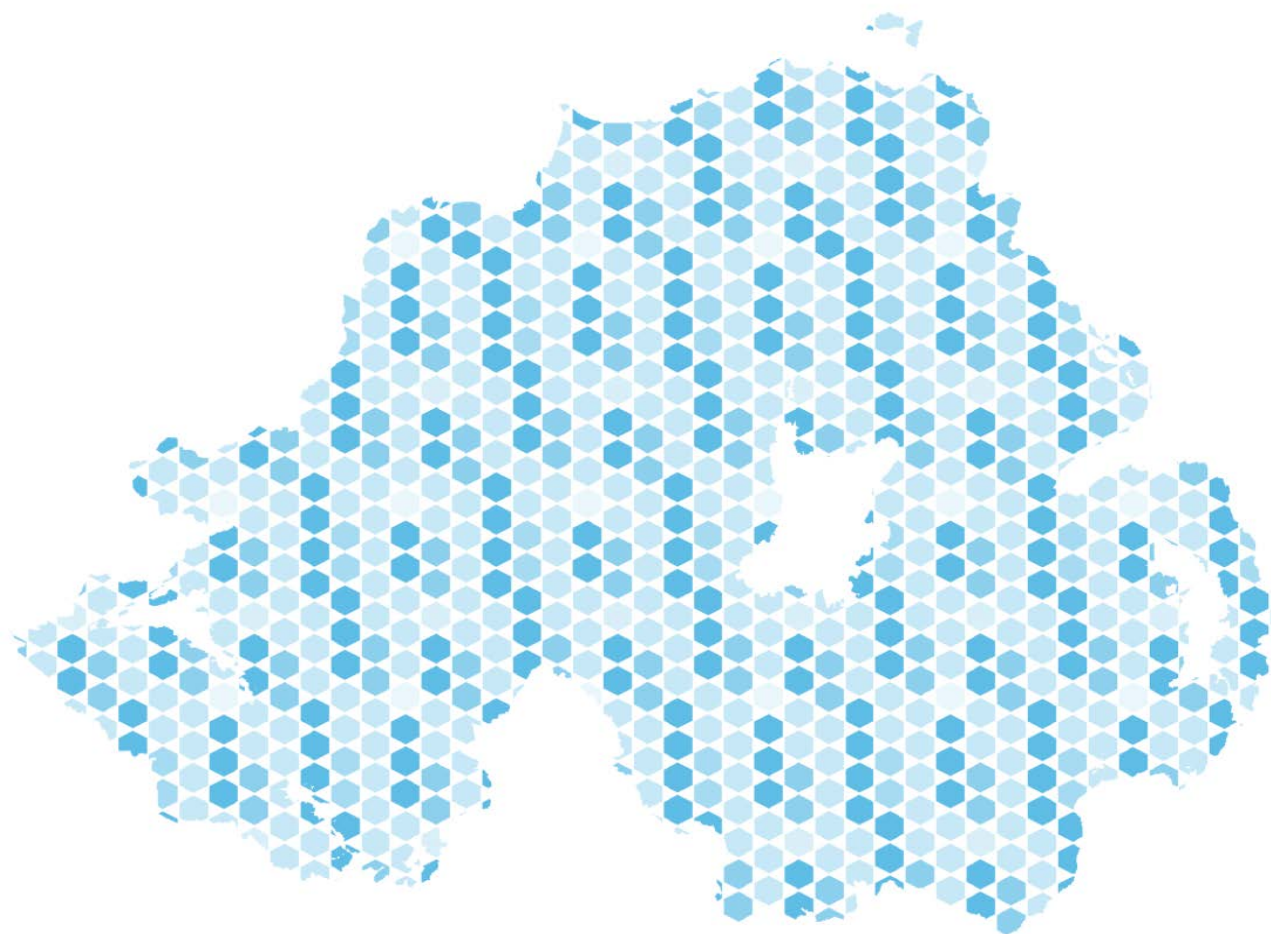


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Crossroads Primary School,  
Kilrea, County Derry

Report of an Inspection in  
March 2016

*eti*

*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

CUSTOMER  
SERVICE  
EXCELLENCE



## Quantitative terms used by the Education and Training Inspectorate

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%

## Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

## Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The 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.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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## **1. Inspection method and evidence base**

The key questions and quality indicators which guide inspection and self-evaluation of primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-primary.htm>.

Inspectors observed learning and teaching, scrutinised documentation and the children's written work and held formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with a representative from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete confidential questionnaires.

Thirty-nine percent of parents (31) and 66% of staff (12) responded to the confidential questionnaires. The responses to the parental questionnaire indicated high levels of satisfaction with the life and work of the school. In particular, the parents highlighted their appreciation of the care and support that staff provide and the inclusive ethos of the school. A majority of the staff completed the questionnaire and most of their responses were also very positive. The staff emphasised the supportive working relationships across the school and the child-centred approach to learning and teaching. The ETI has reported to the principal and a representative of the board of governors the communication issues emerging from the questionnaires.

## **2. Focus of inspection**

In order to promote improvement in the interest of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards with a particular focus on literacy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on literacy; and
- quality of leadership and management.

## **3. Context**

Crossroads Primary School is a maintained primary school near the village of Kilrea. Most of the children attending the school come from the surrounding rural area; intake and enrolment have fluctuated slightly in recent years. There is a teaching staff of six including the principal; all of the classes are taught in mobile classrooms.

Crossroads Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	117	123	112	117
% School attendance	96.2	96.1	95.7	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage <sup>1</sup>	19	19	16	21
No. of children on SEN register	25	24	21	21
% of children on SEN register	21.4	19.5	18.8	17.9
No. of children with statements of educational need	*	*	7	7
No. of newcomer children	*	*	*	*

**Source:** data as held by the school.

\* fewer than 5

N/A not available

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	Address urgently the significant areas for improvement
<b>Achievements and standards</b>	Important areas for improvement
<b>Provision for learning</b>	Important areas for improvement
<b>Leadership and management</b>	Requires urgent improvement

#### 5. Achievements and standards

- The children are polite, interact respectfully with adults and express their ideas confidently. Their thinking skills are developed well, when they are given the opportunity to collaborate in small groups, engage in meaningful discussion about their work and respond to effective questions.
- The school's performance data shows that most of the children, including those who require additional support with aspects of their learning, make progress in English in line with their ability or above expectation. Overall, the children achieve good standards in literacy however there is a need to provide further challenge consistently for the most able children.
- Across all year groups, the children communicate effectively using appropriate vocabulary. By year 7, the children read with confidence and understanding and demonstrate a love for literature. While in the early years the children produce extended pieces of writing, their writing is not developed effectively as they progress through the school.
- In the foundation stage, the children engage well in the play-based learning opportunities however there is inconsistency in the quality of the activities. Play-based learning is not being developed to take account of the children's prior learning and their behaviour is not managed consistently well by all of the staff. The staff have identified appropriately the need to plan for progress in the children's learning across the curriculum and to develop more opportunities for outdoor play.

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

## 6. Provision for learning

- The quality of the planning, teaching, learning and assessment has important areas for improvement. There are appropriate overviews that guide the teachers in their development of their short and medium-term planning. In the most effective practice, in a minority of lessons observed, the teachers provide differentiated, connected learning experiences through a range of interesting activities. In the less effective practice, in a further minority of lessons, the lessons are overly directed by the teacher and do not build effectively enough on the children's contributions and ideas. Overall, there is a need for the teachers to undertake regular evaluation of their practice to ensure much greater consistency in the effectiveness of learning and teaching.
- Currently the children with special educational needs work in an inclusive environment, alongside their peers, supported effectively by their classroom assistants. The provision for special educational needs is not being monitored and evaluated on a regular basis in order to promote a consistency of teaching approaches and progress in learning. While the children are making progress in their learning, the teachers need to identify more specific, achievable targets in the individual education plans to support more effectively the progress being made.
- The quality of the provision for literacy is variable. While the school has a comprehensive overview of the provision for literacy across the curriculum, the necessary monitoring, reviewing and evaluation of the impact of the planned provision has not been sustained. There is a need to create regular opportunities to share the best practice in order to ensure better consistency in learning and teaching.
- The quality of pastoral care is characterised by a warm and welcoming atmosphere in the school. The voice of the child is being developed in the school through the involvement of the older children in the school's eco-council. It will be important for all of the staff to work together to address the important areas for improvement identified in this report if the needs of all of the children are to be met more effectively.

## 7. Leadership and management

- The quality of leadership and management requires urgent improvement. The roles and responsibilities within the school need to be reviewed and distributed to support the principal in developing the work of the school. In order to inform the strategic priorities of the school, the leadership needs to establish a systematic approach to monitoring and evaluation, including the on-going evaluation of the school development plan<sup>2</sup> and associated action plans.

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<sup>2</sup> The school development plan is partially compliant with the requirements of the School Development Planning Regulations (NI) 2010.

- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be limited confidence in the aspects of governance evaluated. The governors should urgently review their effectiveness in:
  - agreeing a strategic plan for improvement and;
  - addressing the need to develop effective, distributed leadership within the school.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspectors, the children in year 6 reported that they are happy and secure in school and know what to do if they have any concerns about their well-being.

## **8. Overall effectiveness**

Crossroads Primary School needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so.

The areas for improvement are to:

- develop distributed leadership and management arrangements;
- systematically monitor and evaluate the quality of the provision for learning and teaching; and
- ensure effective progression in the children's learning across the curriculum.

The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 18 to 24 months.

**Health and Safety / Accommodation**

1. The mobile classrooms are over twenty years old and in need of repair. All of the mobile roofs leak and have damp areas. In one of the mobiles the children do not have access to an indoor toilet.
2. The multi-purpose hall is used as a dining area and for physical education however, it is too small to accommodate a full class of children for physical education.



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