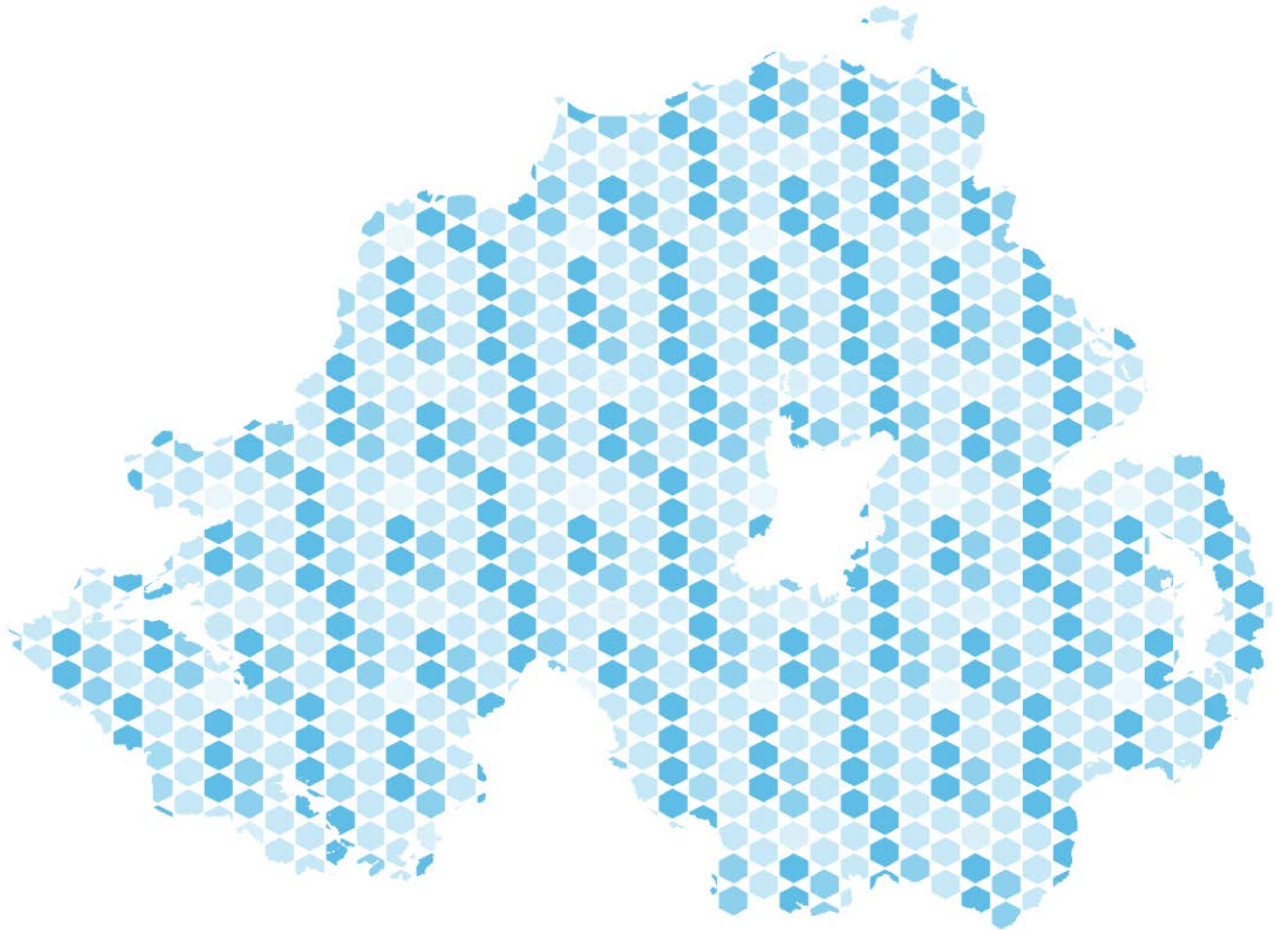


PRIMARY INSPECTION



Education and Training
Inspectorate

Killylea Primary School,
County Armagh

Report of an Inspection in
June 2016



The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities



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

Twenty per cent of parents and 83% of the staff responded to the confidential questionnaires. The responses to the parental questionnaire were positive and the written comments indicated satisfaction with the life and work of the school. The responses to the staff questionnaires endorsed the very good quality of the experiences provided for the children. The ETI has communicated to the principal and representatives of the board of governors the small number of issues arising from the written comments.

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 numeracy; including how the school is addressing low attainment and underachievement where applicable;
- quality of provision for learning with a particular focus on numeracy; and
- quality of leadership and management.

3. Context

Killylea Primary School is a controlled primary school situated in the rural village of Killylea, which is approximately five miles from Armagh City. The children who attend the school come predominantly from the village of Killylea and the surrounding rural areas. The proportion of children requiring additional help with aspects of their learning has increased steadily. The current principal was appointed in January 2015.

Killylea Primary School	2012-13	2013-14	2014-15	2015-16
Enrolment	73	74	67	60
% School attendance	97.3	97.3	98.1	N/A
% NI Primary school average	94.9	95.6	95.4	N/A
FSME Percentage ¹	14	14	15	15
No. of children on SEN register	-	9	18	15
% of children on SEN register	-	12	30	25
No. of children with statements of educational need	*	*	*	*
No. of newcomers	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Very good

5. Achievements and standards

- The children are welcoming, friendly and courteous. Their behaviour in lessons and around the school is very good; they are motivated to learn, and work well individually and in co-operation with their peers to complete the work set for them by their teachers. In particular at key stage 2 (KS2), the children are able to discuss and explain their learning, but are not always given the opportunity to do so.
- The school's internal performance data indicates that almost all of the children make progress in English and mathematics in line with their ability or above expectation. Those children who require additional support with aspects of their learning are well integrated, happy and demonstrate good behaviour for learning; all of them make progress in line with their ability or above expectation in English and most do so in mathematics.
- The children achieve good standards in mathematics. By KS2, the most able children are flexible in their thinking and demonstrate a secure understanding of key concepts across the mathematics curriculum. Across the key stages, the children engage well with practical activities and work effectively in pairs and groups. The children's understanding of mathematical investigations and problem solving in context is, however, under-developed. The quality of the presentation of their work is variable. The children in KS2 use ICT confidently to support their learning, for example through the use of databases in mathematics.

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

6. Provision for learning

- Throughout the school, the classroom environments are welcoming; working relationships are very good. Most of the lessons observed were effective (good or better) in promoting learning and a minority were highly effective. In the best practice, the lessons are well structured, engaging, and provided appropriately differentiated, purposeful opportunities for the children to work together and individually to make progress in their learning. The teachers use questioning effectively to develop the children's understanding and to extend their oral responses. Lessons are well paced and, through effective plenary, learning is reviewed and consolidated. The process of planning for learning is not well enough developed to ensure consistent improvement in the learning experiences provided for all of the children.
- The quality of the provision for children who require additional support with aspects of their learning is very good. The children's needs are identified early and are addressed well through a range of effective interventions and in-class support. The targets in the individual education plans are well focused, addressing the children's literacy, numeracy and social and emotional needs, and guide well the work of the staff. The children's progress is carefully monitored and the targets and strategies are amended appropriately to meet the needs of the children.
- The programme for mathematics is comprehensive and provides balance and progression in the children's knowledge, understanding and skills. The mathematics plan does not provide sufficiently consistent opportunities for the children to develop their problem solving and investigative skills in meaningful contexts, across the curriculum. The school has identified the need to review the planning.
- The provision for pastoral care in the school is very good. The children's development is supported effectively by the agreed whole-school approach to positive behaviour management, which is clearly understood by all members of the school community. Their achievements are recognised and celebrated through the school's innovative rewards system. The school has very good links with the wider community and with a range of external agencies, including the National Society for the Prevention of Cruelty to Children, Sustrans and the Police Service of Northern Ireland which enrich the delivery of the health and safety aspects of the curriculum and provide opportunities for the children to participate in various competitions and entrepreneurial projects. The school's purposeful relationships with its main contributory pre-school and with the local post-primary schools support well the children's transitions at key stages of their education.

7. Leadership and management

- The leadership of the school provides very good strategic direction and guidance. The school development plan² is devised in consultation with staff, parents, children and governors, and is informed by effective analysis of internal performance data and a range of other first-hand evidence. Action to promote improvement at whole-school level is appropriately prioritised and importance is placed on continually building the capacity of the staff. The associated action plans guide well the work of the staff, evidenced by the significant reduction in under-achievement and the notable improvements in provision, particularly at foundation stage, in special educational needs support and in pastoral care over the past eighteen months.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The board of governors comprises a broad range of relevant expertise. The governors are committed to the school and, due to their increased insight into the life and work of the school, are developing further in the exercise of their challenge function.
- 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.
- 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.

8. Overall effectiveness

Killylea 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.

The main area for improvement is to further develop the processes of whole school planning for learning in order to continue to improve the learning experiences of all the children and to raise the standards they achieve.

² The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

Health and Safety / Accommodation

1. The school and employing authority need to carry out a risk assessment in relation to controlled access to the playground and premises during the school day.

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