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*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

Education and Training Inspectorate

Report of a Short Inspection

**Kilkeel Primary School
Co Down**

Inspected: October 2009

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Kilkeel Primary** iii. **Date of Inspection: W/B 19/10/09**
 ii. **School Reference Number: 501-1649** iv. **Nature of Inspection: Short**

B.

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 1 Intake	58	58	61	56	65
Enrolments					
Primary	494	470	462	426	410
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
Special Unit	12	10	0	0	6
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 should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 94.9%

Primary & Reception	Nursery Unit	Special Unit	Irish Medium Unit
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- D. i. Number of Teachers (including the principal and part-time teachers): 19.61 0 2 0
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 20.9 NI PTR: 20.4
- iii. Average Class Size: 22.8
- iv. Class Size (Range): 17 to 30
- v. Ancillary Support:
 Number of Hours **Per Week**:
- | | |
|-------------------------------------------------------------|-----|
| i. Clerical support: | 46 |
| ii. Foundation Stage Classroom Assistant Support: | 80 |
| iii. Additional hours of other classroom assistant support: | 200 |
- vi. Percentage of children with statements of special educational needs: 3.6%
- vii. Total percentage of children on the Special Needs Register: 22.8%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 15.9%
- x. Percentage of children at the end of Key Stage 2 for 2008/09 who attained level 4 and above at English and mathematics: **English** 89.04% **Mathematics** 91.78%

KILKEEL PRIMARY SCHOOL, CO DOWN, BT34 4AT (501-1649)

SCHOOL CONTEXT

Kilkeel Controlled Primary School is situated in the village of Kilkeel, Co Down. There has been a significant fall in the enrolment in recent years; the school welcomes newcomer children and, currently, over 20 children have English as an Additional Language. Nearly all of the children come from the local and surrounding rural area and 70 children travel to school by bus. Almost 16% of the children are entitled to free school meals. Approximately 23% of the children are on the special needs register.

FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management.

THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS AND CHILDREN

The arrangements for the inspection included an opportunity for the parents and the teaching staff to complete a confidential questionnaire, as well as a meeting with a representative from the Board of Governors (governors) and a group of children from year 6. One hundred and seven questionnaires were issued to the parents; 52% were returned to the Department of Education (DE) and 18 contained additional written comments. The responses from the questionnaires indicated that the parents appreciate the caring and friendly atmosphere, the approachability of the Principal and the staff, and the fact that their children enjoy going to school. The few issues arising from the parental questionnaires were shared with the Principal.

Prior to the inspection, the Chairperson of the governors met members of the inspection team and expressed the governors' appreciation of the work and of the high level of commitment of the Principal and the staff. The Chairperson also praised the children's high standards of academic attainment and the effective manner in which the staff work as a team to meet the needs of all the children. He commented on the significant role the school plays in the community.

Eighteen members of the teaching staff responded to the online questionnaire, including three that included written comments about the life and work of the school. The responses were totally positive about all aspects of school life.

The year 6 children spoke with confidence about what to do if they have worries about their safety and reported that they find the teaching and support staff approachable and caring.

PASTORAL CARE

The quality of the arrangements for pastoral care in the school is outstanding. The school has in place appropriate action plans for pastoral provision, including a student council thus involving the children in the decision-making process.

The strengths of the pastoral provision include:

- the inclusive, caring and supportive ethos within the school and the strong sense of community;
- the outstanding quality of the relationships throughout the school;
- the high levels of participation by the children in a wide range of extra-curricular activities;
- the effective communication and working alongside other agencies to enhance the children's experiences; and
- the exemplary behaviour and positive engagement of the children.

All staff are committed to the care and welfare of the children and work effectively together to promote and to maintain a well-organised and supportive environment for learning. Working relationships are excellent at all levels within the school and the children respond well to the staff's high expectations for good behaviour. A whole-school approach to promoting and rewarding positive behaviour encourages the children to develop their talents, as well as raising their confidence and self-esteem. The bright and attractive displays in the classrooms and in the corridors celebrate the children's work and achievements. In addition, they are used effectively to support the children's learning.

CHILD PROTECTION

The school has very good arrangements in place for safeguarding children. These arrangements reflect the guidance issued by DE.

HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives outstanding attention to promoting healthy eating and physical activity, through, for example, the provision of healthy school meals and a successful breakfast club which encourage the children to promote a healthy lifestyle.

CONCLUSION

The strengths of the school include:

- the outstanding quality of the pastoral care, which promotes an inclusive ethos and which includes the effective promotion of healthy eating and physical activity;
- the good or better quality of most of the teaching observed, the majority of which was very good or outstanding;
- the effective curriculum planning and assessment, which guide and inform learning and teaching to ensure meaningful connections across all areas of study;
- the collegial approach of the staff to the promotion of active learning and teaching, which is child-centred and results in a positive response from the children, who work well together;

- the very good processes established for self-evaluation and school development planning including the commitment and effectiveness of the work of the governors in the promotion of school improvement, which has resulted in the very good standards attained by the children in literacy and numeracy; and
- the strategic and informed leadership of the Principal, the Vice-principals and the respective co-ordinators, who support their colleagues well in the management of change to enhance the children's learning and attainment.

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

HEALTH AND SAFETY

1. The need to review the security of all access points to the main building.
2. The need to address the problem at the rear door of the school where the wind creates a hazard to staff and children accessing the school.
3. The need to review the parking arrangements at the front of the school to improve safety at peak times.

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

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