

Education and Training Inspectorate

PRIMARY INSPECTION



Killean Primary School, Newry, County Down

Maintained, co-educational DE Ref No (503-1154)

Report of an Inspection (Involving Action Short of Strike) in April 2019



The Education and Training Inspectorate
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INTRODUCTION

1. Context

Killean Primary School is a maintained primary school situated on the outskirts of Newry. The children who attend the school come from the local and surrounding areas. The school building has been recently updated and provides an attractive, bright environment for learning both indoors and in the outside areas.

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that none of the teachers would be co-operating with the inspectors. The principal co-operated with the inspection team in relation to leadership and safeguarding responsibilities. The ETI has a statutory duty to monitor, inspect and report on the quality of education under Article 102 of the Education and Libraries (Northern Ireland) Order 1986. Therefore, the inspection proceeded and the following evaluations are based on the evidence as made available at the time of the inspection.

Killean Primary School, Newry	2015-16	2016-17	2017-18	2018-19
Enrolment	123	131	125	131
% School attendance	96.5	96.9	96.2	N/A
% NI Primary school average	95.5	95.5	95.5	N/A
FSME Percentage ¹	26.8	29	26.4	25
No. of children on SEN register	27	31	24	28
% of children on SEN register	22	23.7	19.2	23
No. of children with statements of educational need	*	*	*	*

Source: data as held by the school.

N/A not available

* fewer than 5

2. Children's, parents' and staff questionnaire responses

Most of the year 7 children, a small number of parents and all of the staff, responded to the online, confidential questionnaires. The staff and children's responses were highly positive, in particular, the children commented on how friendly their school is and the opportunities they have to engage in extra-curricular activities. The parental responses were mainly positive, with written comments highlighting the school as an environment which is welcoming, inclusive and conducive to learning. The ETI has communicated to the principal and representative of the board of governors the main findings, and any individual issues arising, from the questionnaires.

3. Focus of the inspection

The ETI was unable to evaluate the:

- outcomes for children with a particular focus on literacy;
- quality of provision with a particular focus on literacy including across the curriculum; and
- quality of leadership and management.

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

Where it has been possible to evaluate aspects of the foci, they have been reported below.

4. Overall findings of the inspection

Overall effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Quality of provision	No performance level available
Leadership and management	No performance level available

KEY FINDINGS

5. Outcomes for learners

The ETI was unable to evaluate:

- the learning outcomes for the children, including those who require additional support with aspects of their learning;
- progression in the children's learning; and
- the children's wider skills and dispositions.

6. Quality of provision

- A group of children from year 7, who met with the inspectors to discuss reading, displayed a positive attitude towards books and talked about their favourite authors and genres. The children read fluently and with understanding and discussed how the school encourages them to read.
- The groups of children from years 5, 6 and 7, with whom the inspectors met, spoke positively about the opportunities they have to develop leadership and interpersonal skills through, for example, the pastoral care team and the Eco-Council.
- All children in key stage 2 have an opportunity to learn an instrument and the school band has had regular and recent success in the local Feis.

The ETI was unable to evaluate fully:

- the quality of the curriculum;
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning; and
- care and welfare.

7. Leadership and management

- The school development plan is informed by the school's effective self-evaluation processes which include consultation with stakeholders and the analysis of a range of data. The associated action plans are clear and outline the areas identified for further development. There are processes in place to monitor regularly the progress made against the targets set.
- The governors are well-informed and engage actively in the life and work of the school. They have overseen the recent improvements to the school building and are supportive of the principal and the staff.

The ETI was unable to evaluate fully:

- the effectiveness of strategic leadership and governance;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement.

8. Safeguarding

- During the inspection, the school provided evidence that the arrangements for safeguarding children reflect broadly the guidance from the Department of Education. The children, with whom the inspectors met, report that they feel safe in school and are aware of what to do if they have any concerns about their safety or well-being. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

9. Overall effectiveness

Owing to the impact of the action short of strike being taken by the teachers, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the children. This will be reflected in future inspection activity.

Health and safety/Accommodation

1. Whilst the principal and staff supervise the children crossing the road to the playing field, the volume and speed of traffic throughout the day could potentially compromise the safety of all; further traffic calming measures need to be considered and implemented.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

Inspectors observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

The arrangements for inspection include:

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

Where, owing to the action short of strike, this evidence base was not available, it has been referenced in the body of the inspection report.

The arrangements for this inspection included:

- meetings with the principal;
- a meeting with the chairperson of the board of governors;
- meetings with groups of years 5, 6 and 7 children; and
- the opportunity for the children, parents, teaching and support staff to complete an online, confidential questionnaire.

Reporting 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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management²:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners.
Does not impact positively enough on learning, teaching and outcomes for learners.

² And the overall provision in a unit, as applicable.

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 in 12 to 18 months.
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 in 18 to 24 months.

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