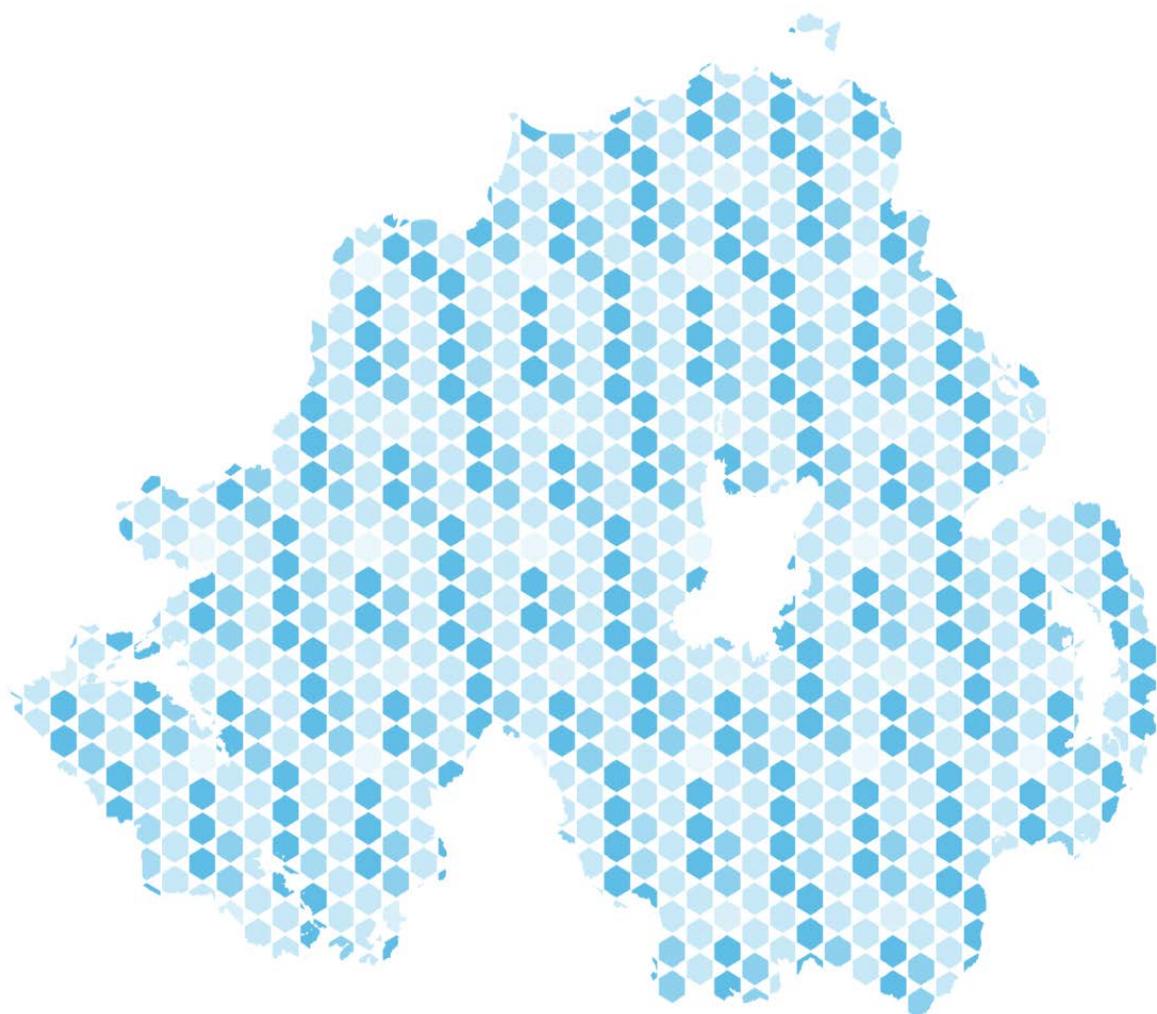


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Killean Primary School,  
Newry

Report of an Inspection  
in February 2013

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:

<b>DESCRIPTOR</b>
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## **SCHOOL CONTEXT**

Killean Primary School is situated south of Newry, in County Armagh. All of the children attending the school come from the surrounding rural area. The school's enrolment has fluctuated slightly over the past five years and currently stands at 123. At the time of the inspection, approximately 27% of the children were entitled to free school meals. The school has identified 22% of the children as requiring additional support with aspects of their learning.

## **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, including the school's processes for self-evaluation leading to improvement.

## **OVERALL FINDING OF THE INSPECTION**

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

## **KEY FINDINGS OF THE INSPECTION**

## **Achievements and Standards**

**The quality of the children's achievements and standards is good.**

- The children achieve good standards in English and mathematics which are in line with their ability. They demonstrate confidence in talking, listening, reading and writing, in meaningful contexts across the curriculum. The children have a good knowledge of mathematical concepts, show flexibility in their thinking and are able to apply mathematics in real life contexts.
- The children identified as having **special educational needs** (SEN) make good progress in their learning. The majority are working in line with their ability and reach the standards of which they are capable.
- The children, through participation in external accreditation, attain very good standards in **information and communication technology** (ICT).

## **Provision for Learning**

**The provision for learning is very good.**

- The **children's** behaviour is exemplary; they are highly motivated, have a positive disposition to their learning and engage confidently with their peers and with adults in the school.

- The quality of the **teaching** observed during the inspection ranged from satisfactory to outstanding; most of the teaching was very good or outstanding. In the best practice, the lessons were suitably differentiated; the teachers used skilful questioning to engage and challenge the children; and there was an appropriate review and consolidation of learning at the end of the lessons.
- The provision for **SEN** is very good. There is an appropriate emphasis on the early identification of children who require additional support with aspects of their learning. The support provided, both in-class and through withdrawal sessions, is very effective and focuses appropriately on the individual needs of the children.
- The quality of the arrangements for **pastoral care** is outstanding. This is evidenced through: the inclusive welcoming ethos; the excellent working relationships at all levels; and the cognisance taken of the children's voice through, for example, the pupil pastoral care team which provides the opportunity for children to express their concerns and receive the support of their peers.
- The school gives very good attention to the promotion of **healthy eating and physical activity** through the healthy break and lunch initiatives and the importance placed on physical activity throughout the school.

### **Leadership and Management**

**The quality of leadership and management is very good**

- The **Principal** is highly committed to the pastoral and academic needs of all of the children. She has a clear vision for the future development of the school and promotes a collegial approach to decision making amongst the hard working and highly dedicated staff. The recently appointed vice-principal and the co-ordinators provide competent leadership in their areas of responsibility.
- The **school development planning (SDP) process** is good. The SDP appropriately identifies priorities for improvement and is underpinned by detailed action plans, which are informed appropriately by internal performance data and focus clearly on raising further the standards achieved by the children in literacy and numeracy.
- On the basis of the evidence 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.

## CONCLUSION

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

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Killean Primary** iii. **Date of Inspection: W/B 27/02/13**  
 ii. **School Reference Number: 503-1154** iv. **Nature of Inspection: Short**

B.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Year 1 Intake	20	15	20	16	12
<b>Enrolments</b>					
Primary	108	106	118	131	123
Reception	2	4	2	0	4
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
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): 96.5% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 85%

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): 7 0 0 0  
 (Full-time equivalent = 25 teaching hours)
- ii. PTR (Pupil/Teacher Ratio): 17.5 NI PTR: 20.2
- iii. Average Class Size: 24
- iv. Class Size (Range): 16 to 28
- v. Ancillary Support:  
 Number of Hours **Per Week**:
- |   |    |
|---|----|
| i. Clerical support:  | 30 |
| ii. Foundation Stage Classroom Assistant Support:           | 25 |
| iii. Additional hours of other classroom assistant support: | 90 |
- vi. Percentage of children with statements of special educational needs: 0.4%
- vii. Total percentage of children on the Special Needs Register: 21.9%
- viii. Number of children who are **not** of statutory school age: 0
- ix. Percentage of children entitled to free school meals: 26.7%
- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
- | English | Mathematics | Irish |
|---------|-------------|-------|
| 72.2%   | 72.2%       | N/A   |
- xi. If there is a composite class with reception children in it, please indicate the numbers of children in the other year groups:
- | Year 1 | Year 2 | Year 3 |
|--------|--------|--------|
| 12     | 0      | 0      |

**THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF AND CHILDREN**

The arrangements for the inspection included the opportunity for the parents, the teaching and support staff to complete a confidential questionnaire prior to the inspection.

Sixty-seven questionnaires were issued to the parents; 36 (54%) were returned to Inspection Services Branch and 20 contained additional written comments. The parents praised the work of the Principal and the staff and they commented positively on the inclusive family ethos of the school. Nine teachers and support staff completed confidential questionnaires; the responses were wholly positive and all of the staff commented on the excellent relationships at all levels within the school.

The inspectors also met with a group of year 6 and year 7 children. The children spoke with enthusiasm about the many positive aspects of school life; they value the caring, supportive staff and appreciate the extensive range of extra-curricular activities available to them. The children are aware of what to do if they have worries about their safety and well-being.

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