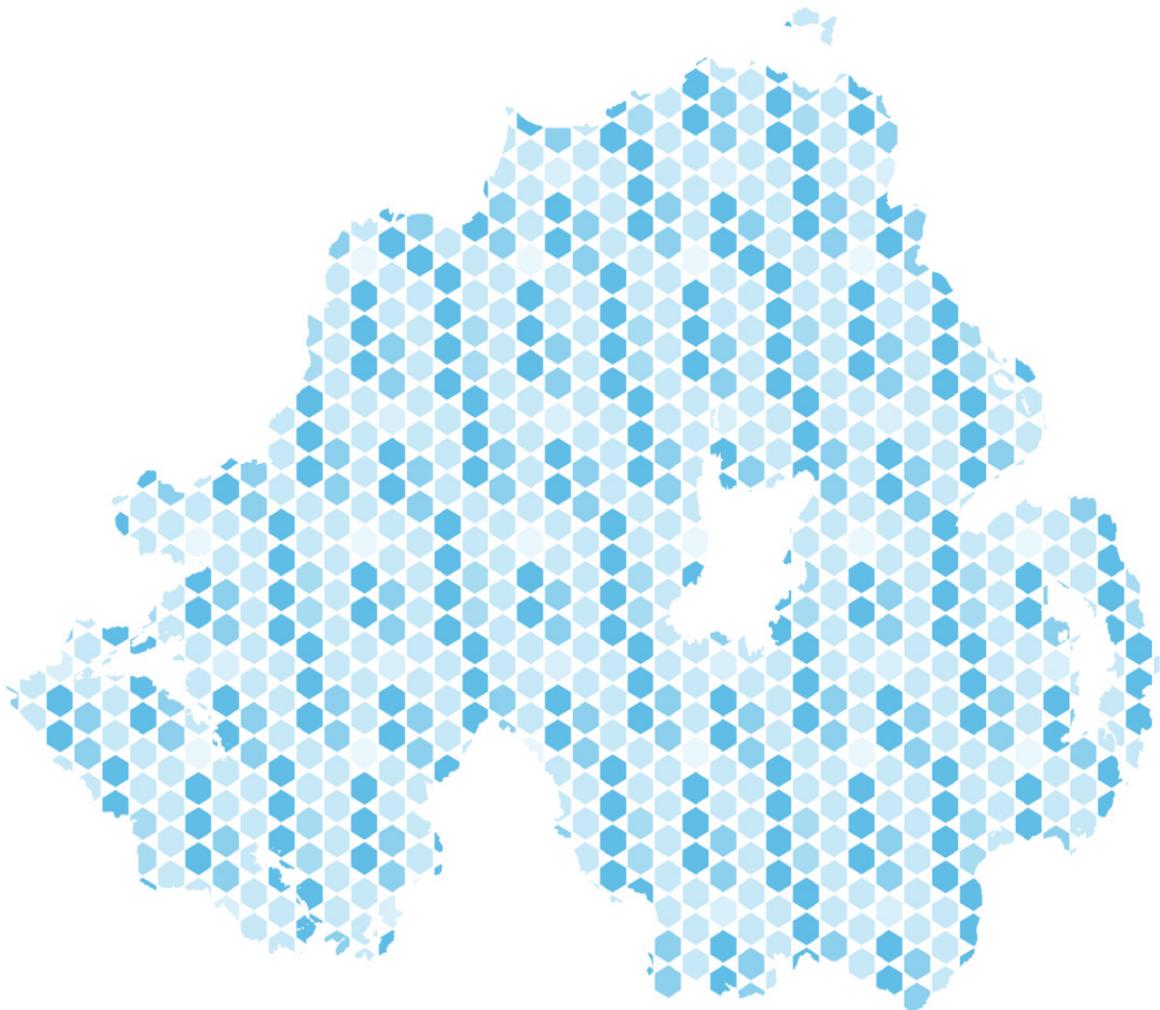


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Kingsmills Primary School,  
Armagh

Report of an Inspeicton  
in November 2011

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

Kingsmills Primary School is a controlled primary school situated in Whitecross, County Armagh. All of the children attending the school come from the surrounding rural area. The enrolment has remained fairly steady over the past four years and currently stands at 54. 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 very good.**

- In English and mathematics, most of the children attain **standards** in line with, or above, their ability. By the end of Key Stage (KS) 2 the children make very good progress in applying their literacy and numeracy skills across the curriculum.
- The children identified with **Special Educational Needs** (SEN) reach very good standards in line with their ability by the end of year 7.

### Provision for Learning

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

- The **children** demonstrate very good levels of interest and enjoyment in their learning. Their behaviour is exemplary; they respect and care for each other and are able to work collaboratively in groups and in pairs.
- The **teachers** are dedicated and hard-working; they are committed to the education and well-being of the children and are supported fully by the skilful **classroom assistants**.

- The **quality of teaching** observed during the inspection ranged from very good to inadequate. Nearly all of the teaching was satisfactory or better; a majority was good or very good. In the most effective practice competent classroom management ensured that lessons were well-organised and included appropriate pace and challenge, and ICT was used appropriately to engage and support the children in their learning.
- The school has identified appropriately the need to develop further the teachers' **short-term planning** to ensure continuity, progression and a sharper focus being given to the quality of all of the children's learning experiences.
- The quality of the provision for **SEN** is good. The school promotes a strong sense of inclusion in which every child is valued. Appropriate early screening tests are used to diagnose effectively the children's specific learning difficulties or delays. Realistic targets are set to enhance further the provision for individual children, which is mostly within literacy and met primarily through one-to-one support.
- The quality of the arrangements for **pastoral care** is very good. This is evident through the excellent working relationships at all levels throughout the school. The children are involved in meaningful consultation through the active School Council and ECO Club and their views are valued and acted upon.
- The school has very good arrangements in place for **safeguarding** children. These arrangements reflect broadly the **child protection** guidance issued by the Department of Education.
- The school gives very good attention to promoting **healthy eating and physical activity**.

### Leadership and Management

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

- **The Principal** carries out a substantial teaching commitment in addition to his leadership and management responsibilities. In his role as principal he provides highly effective **leadership** for the staff, children and the wider school community. His caring, collegial and strategic approach to school improvement sets a clear direction for the future development of the school.
- The co-ordinators, of literacy and numeracy, work supportively as a team and are effective in their roles. The Principal has identified developing the role of middle-management across the school as an important area for future development; the inspection evidence confirms this as a key priority for action.
- The school's process for improvement has many strengths; it is linked clearly to a school development plan (SDP) that is underpinned by ongoing and rigorous self-evaluation which includes extensive consultation with the governors, parents and children. A wide range of data is used effectively to identify priorities for further development. The governors support well the Principal and teachers in the implementation of the SDP.

- 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.

## **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 its capacity for sustained self-improvement.

## BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. **School: Kingsmills Primary** iii. **Date of Inspection: W/B 21/11/11**  
 ii. **School Reference Number: 501-1152** iv. **Nature of Inspection: Short**

B.

| School Year       | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 |
|-------------------|---------|---------|---------|---------|---------|
| Year 1 Intake     | 8       | 6       | 11      | 4       | 9       |
| <b>Enrolments</b> |         |         |         |         |         |
| Primary           | 51      | 48      | 51      | 49      | 54      |
| Reception         | 0       | 4       | 0       | 0       | 0       |
| 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% **NI Avg Att: 94.7%**
- Average Attendance for those children on the Special Educational Needs Register: 95.65%
- |                                                                                                                                                                 | Primary & Reception    | Nursery Unit               | Special Unit        | Irish Medium Unit |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------|---------------------|-------------------|
| D. i. Number of Teachers (including the principal and part-time teachers): (Full-time equivalent = 25 teaching hours)                                           | 3.17                   | 0                          | 0                   | 0                 |
| ii. PTR (Pupil/Teacher Ratio):                                                                                                                                  | 1.18                   | NI PTR: 20.2               |                     |                   |
| iii. Average Class Size:                                                                                                                                        | 18                     |                            |                     |                   |
| iv. Class Size (Range):                                                                                                                                         | 13 to 24               |                            |                     |                   |
| v. Ancillary Support:                                                                                                                                           |                        |                            |                     |                   |
| Number of Hours <b>Per Week</b> :                                                                                                                               |                        |                            |                     |                   |
| i. Clerical support:                                                                                                                                            |                        |                            |                     | 8                 |
| ii. Foundation Stage Classroom Assistant Support:                                                                                                               |                        |                            |                     | 20                |
| iii. Additional hours of other classroom assistant support:                                                                                                     |                        |                            |                     | 15                |
| vi. Percentage of children with statements of special educational needs:                                                                                        |                        |                            |                     | 0%                |
| vii. Total percentage of children on the Special Needs Register:                                                                                                |                        |                            |                     | 22%               |
| viii. Number of children who are <b>not</b> of statutory school age:                                                                                            |                        |                            |                     | 0                 |
| ix. Percentage of children entitled to free school meals:                                                                                                       |                        |                            |                     | 0%                |
| 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): | <b>English</b><br>100% | <b>Mathematics</b><br>100% | <b>Irish</b><br>N/A |                   |

## **APPENDIX 2**

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

The arrangements for the inspection included the opportunity for the parents, the teaching and the support staff to complete a confidential questionnaire prior to the inspection. Of the 33 questionnaires issued to the parents, 14 were returned to Inspection Services Branch, and nine contained additional written comments. All of the teachers and the support staff completed questionnaires and a small number contained written comments.

The parents, the teachers and the support staff responded extremely positively to the questionnaires and indicated very high levels of satisfaction with, and support for, the school.

The inspectors also met with the year 6 children and members of the ECO club and Schools Council; the children were enthusiastic about their experiences at school. They are aware of what to do if they have worries about their safety of well-being.

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