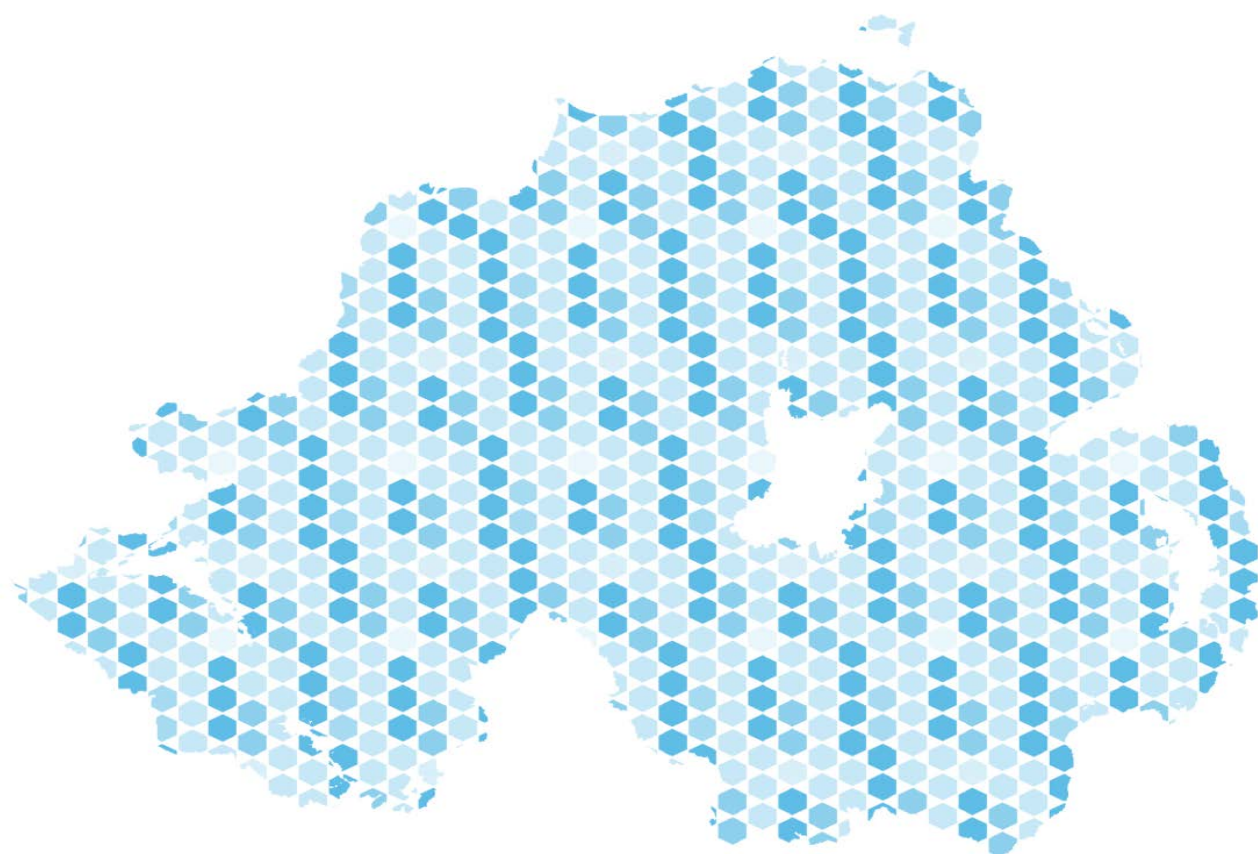


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Knocknagor Primary School,  
Trillick, County Tyrone

Maintained, co-educational

Report of an Inspection in  
November 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
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CUSTOMER  
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EXCELLENCE



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## INTRODUCTION

### 1. Context

Knocknagor Primary School is a maintained primary school situated outside the village of Trillick, County Tyrone. All of the children attending the school come from the surrounding area and are taught in three composite classes. The enrolment has increased steadily and the school operates at maximum capacity. The percentage of children entitled to free school meals has fluctuated by eight percent in the past four years while one-fifth require additional help with aspects of their learning. The principal was appointed in September 2017.

Knocknagor Primary School	2014-15	2015-16	2016-17	2017-18
Enrolment	61	65	69	69
% School attendance	96.6	96.5	96.6	N/A
% NI Primary school average	95.4	95.5	N/A	N/A
FSME Percentage <sup>1</sup>	27.9	35.4	29.4	N/A
No. of children on SEN register	13	14	18	14
% of children on SEN register	21.3	21.5	26.5	20.4
No. of children with statements of educational need	*	*	*	*

**Source:** data as held by the school.

\* fewer than 5

N/A not available

### 2. Views of parents and staff

Thirty-nine percent of parents and 80% of the staff responded to the confidential, online questionnaires. The responses to the parental questionnaire were very positive and the written comments indicated high levels of satisfaction with the life and work of the school. The responses to the staff questionnaire endorsed the effective working relationships and collegiality within the school. The ETI has communicated to the principal and the chair of the board of governors the main findings from the questionnaires.

### 3. Focus of the inspection

In order to promote improvement in the interest of all the children, the inspection linked internal and external approaches to evaluate the:

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

### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	High level of capacity for sustained improvement
<b>Outcomes for learners</b>	Very good
<b>Quality of provision</b>	Very good
<b>Leadership and management</b>	Very good

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

## **KEY FINDINGS**

### **5. Outcomes for learners**

- The children attain very good standards in mathematics. They apply their learning to a variety of real-life contexts and use effectively information and communication technology (ICT) to explore and research topic-based work. The children's books show an appropriate range of core number and topic work. By year 7, the most able children have very good levels of mathematical understanding; they apply their learning in mathematics across all areas of the curriculum and explain their reasoning using appropriate mathematical vocabulary.
- The children make very good progress in numeracy and focus well to complete an appropriate range of number and topic work. All of the children are able to use a wide range of mental calculation strategies to solve problems and, by the end of key stage (KS) 2, they are highly competent.
- The behaviour of the children is exemplary; they are confident and very respectful in their interactions with each other, staff and visitors to the school. The children show very good levels of independence; they work competently in pairs and small groups, organising and sharing key roles effectively. The children use regularly self-assessment skills to improve the quality of their work.

### **6. Quality of provision**

- The quality of the provision for numeracy is very good. The whole school planning ensures appropriate coverage of the curriculum and steady progression in the children's learning.
- The quality of the planning, learning and assessment for learning is very good. All of the teaching observed was good; most of the lessons were very good and outstanding; the teachers are supported very well by a skilled team of classroom assistants. The long- and medium-term planning guides effectively the work of the teachers and supports progression very well including the excellent differentiation to meet the children's needs within the composite classes. The rigorous and regular assessments inform the planning for learning particularly well. The provision for the children requiring additional support for numeracy is highly individualised and very effective in meeting their learning needs.
- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes.

### **7. Leadership and management**

- The school's leadership is skilful and experienced; the strategic direction of the school is centred on the needs of the children and the community. The staff work collegially and effectively to share the roles and responsibilities for school improvement. Their detailed data analysis informs and evaluates very effectively whole school priorities and individualised learning programmes.

- The roles and responsibilities for curriculum responsibilities have been reviewed, with appropriate professional development opportunities used skilfully to sustain improvement. The school development plan and associated action plans provide a well-paced and sustainable programme of improvement.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated.
- 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. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the Department of Education. The children report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

## **9. Overall effectiveness**

Knocknagor Primary School has a high level of capacity for sustained improvement in the interests of all the learners. The ETI will monitor how the school sustains improvement.

### 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 parents, teaching and support staff to complete a confidential questionnaire.

## Reporting terms used by the Education and Training Inspectorate

### Quantitative terms

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 management<sup>2</sup>:

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 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.

<sup>2</sup> And the overall provision in a unit, as applicable.

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