



*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 Follow-up Inspection

**St Eugene's College
Roslea**

May 2015

FOLLOW-UP TO THE STANDARD INSPECTION OF ST EUGENE'S COLLEGE, ROSLEA (223-0180)

The standard inspection of St Eugene's College, carried out by the Education and Training Inspectorate (ETI) in April 2013, evaluated the quality of education provided by the school as satisfactory. The report highlighted a range of strengths including the pupils' attitude to their school and to learning, the standards achieved by the pupils at GCSE, the hard-working and committed staff and the welcoming and inclusive ethos.

The main areas for improvement included the need for:

- the senior leadership team (SLT), with the support of the staff and governors, to develop a sharper, more rigorous approach to self-evaluation, informed by more effective use of available data, in order to identify the actions needed to improve the quality of the provision; and
- senior managers to review the effectiveness of middle management in making improvements, particularly in light of the challenges arising from the falling enrolment.

The quality of the provision for learning, teaching and assessment in English was evaluated as good and the provision in mathematics as satisfactory.

The school reports that in the interval since the inspection it has received effective support from the Curriculum Advisory and Support Service of the then Western Education and Library Board.

The school's action plan in response to the original inspection has taken appropriate account of the areas for improvement and informed the most recent school development plan.¹

An interim follow-up inspection visit took place in April 2014 and the follow-up inspection in May 2015.

The following changes which affect the work of the school have taken place since the original inspection:

- the enrolment has continued to decline, to 79 pupils;
- systems to underpin the assessment, monitoring and reviewing of the pupils' progress have been formalised;
- the senior leaders and middle management have undertaken a process of lesson observations; and
- the school has been engaging with the employing authority and other relevant stakeholders to take forward a proposed amalgamation.

The most important improvements since the inspection include:

- the improved consistency in the quality of learning and teaching in most of the lessons observed;

¹ The school development plan meets the School Development Plan regulations (2010).

- a more systematic approach to the assessment, recording and reviewing of each pupil's progress, along with appropriate interventions where necessary;
- the significantly improved outcomes at GCSE in 2014, with 78% of the pupils attaining five or more GCSE grades at A* to C including English and mathematics, which is well above the average for similar non-selective schools;
- the better coherence in the use of data by middle management to identify and to track areas for improvement; and
- the capacity and effectiveness of most of the middle managers to undertake self-evaluation leading to improvement, including the evaluation of the quality of the teaching and learning.

As the school continues to develop its monitoring and evaluation processes, it will be important to maintain its focus on identifying low and underachievement in order to sustain the improved attainment at GCSE. In addition, the school needs to focus much more sharply and decisively on the limited curriculum offer and associated low outcomes at GCE A level grades A* to C for the small number of pupils following post-16 provision in the school.

The main areas for improvement are:

- the quality of provision for mathematics and numeracy which remains satisfactory; and
- to further improve the quality and impact of the planning for differentiation.

It continues to be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the school's sixth form provision in order to address the current and future needs of the pupils and the staff.

In most of the areas inspected, the quality of education provided by the school is now good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has demonstrated the capacity to address.

The ETI will monitor, through district inspection activity, the school's progress in addressing the areas for improvement.

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