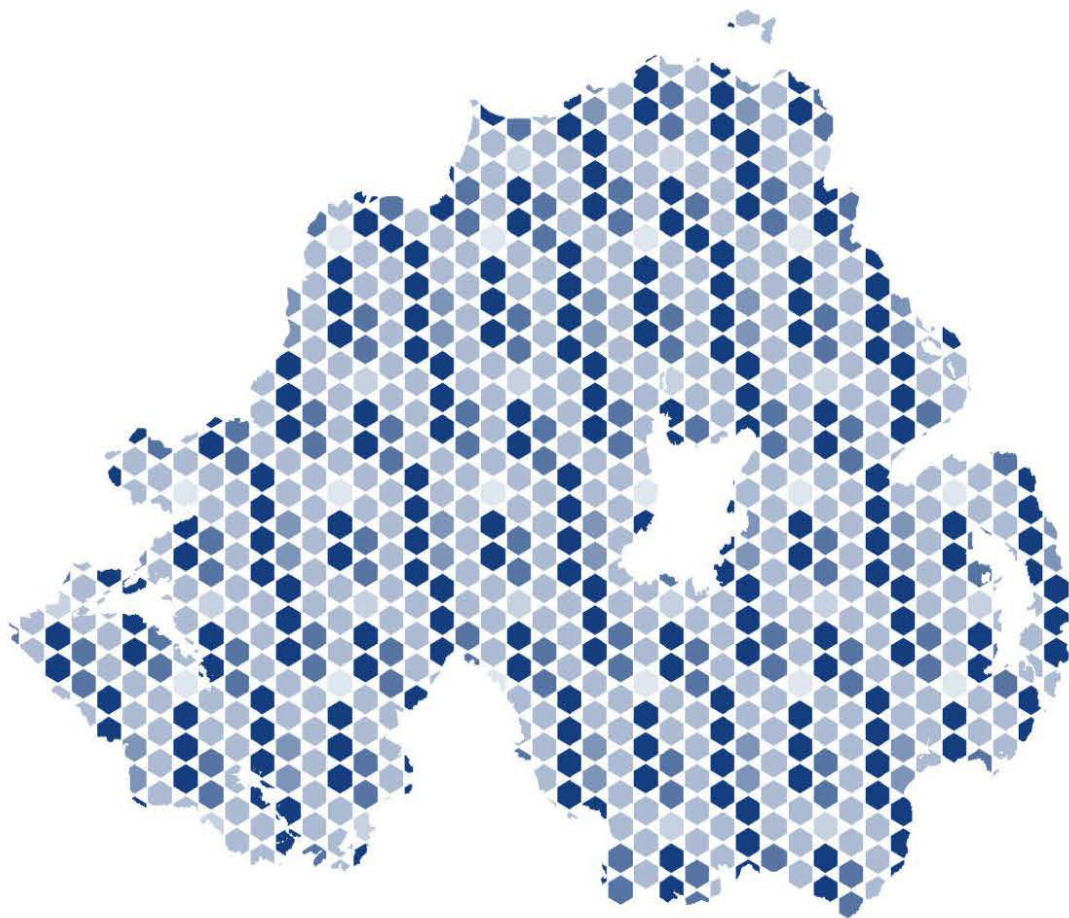


Education and Training Inspectorate POST-PRIMARY INSPECTION



Loreto Grammar School, Omagh, County Tyrone

11-19, all-girls, voluntary, grammar school, school DE Ref No: 242-0065

Report of a Sustaining Improvement Inspection (Involving Action Short of Strike) in January 2020



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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Introduction

Loreto Grammar School took part in the pilot of the sustaining improvement inspection in December 2016. Since the last inspection, there has been an approved development proposal to remove the use of academic selection for the year 8 intake on a phased basis; and there have been appointments to the senior leadership team.

A sustaining improvement inspection was conducted in January 2020.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute, and also workload and other management issues. 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 inspection. The senior leadership co-operated with the inspection 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.

Focus of the inspection

The inspection focused on evaluating the extent to which the school is capable of demonstrating its capacity to effect improvement through self-evaluation and effective school development planning. The school also provided evidence of provision for safeguarding as part of the inspection.

The lines of inquiry during the inspection were the school's actions to ensure pupils achieve successfully and reach their full potential through:

- individual pupil interventions leading to positive impact; and
- curricular and extra-curricular opportunities leading to development of the pupils' leadership capacity.

Owing to the action short of strike, the ETI was unable to evaluate fully the outworking and impact of the identified actions associated with the lines of inquiry.

Key findings

- The pupils continue to achieve consistently high outcomes in public examinations at Key Stage 4 and post 16. The senior leadership team demonstrate a clear commitment to provide every pupil with the opportunity to engage actively in their learning, to achieve successfully and to reach their full potential at each key stage.

- A broad range of targeted interventions are used to support the progress of individual pupils who have specific pastoral and academic needs; teaching staff, classroom assistants, learning mentors and members of the student senior leadership team contribute to delivering these interventions. In discussions with inspectors, the pupils expressed their appreciation of the positive impact these interventions had on their learning experiences and their progression. The school has identified appropriately the need to continue to measure the impact of interventions at whole-school level.
- The pupils' leadership skills are developed through an extensive range of curricular and extra-curricular opportunities, including as members of the student senior leadership team; peer mentors and through working in the community. Pupils have further opportunities to develop their leadership capacity through established shared education programmes, organising fundraising activities and participation in humanitarian trips to work and support communities in need overseas. They recognise how these opportunities have helped them to progress to the next stage of their learning and prepare for the world of work.
- Pupils who met with inspectors spoke confidently and eloquently about the positive impact of these leadership opportunities on their learning experiences and individual development, including their communication, planning, organisational and team-working skills. They are appreciative of the encouragement and support received from staff in the school.
- The ETI was unable to evaluate the quality of learning and teaching within the classrooms.

Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflects broadly the guidance issued by the Department of Education. 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. In discussion with the inspectors, the pupils reported that they feel safe and are aware of what to do if they have any concerns about their safety or well-being.

Conclusion

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 pupils. This will be reflected in future inspection activity.

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