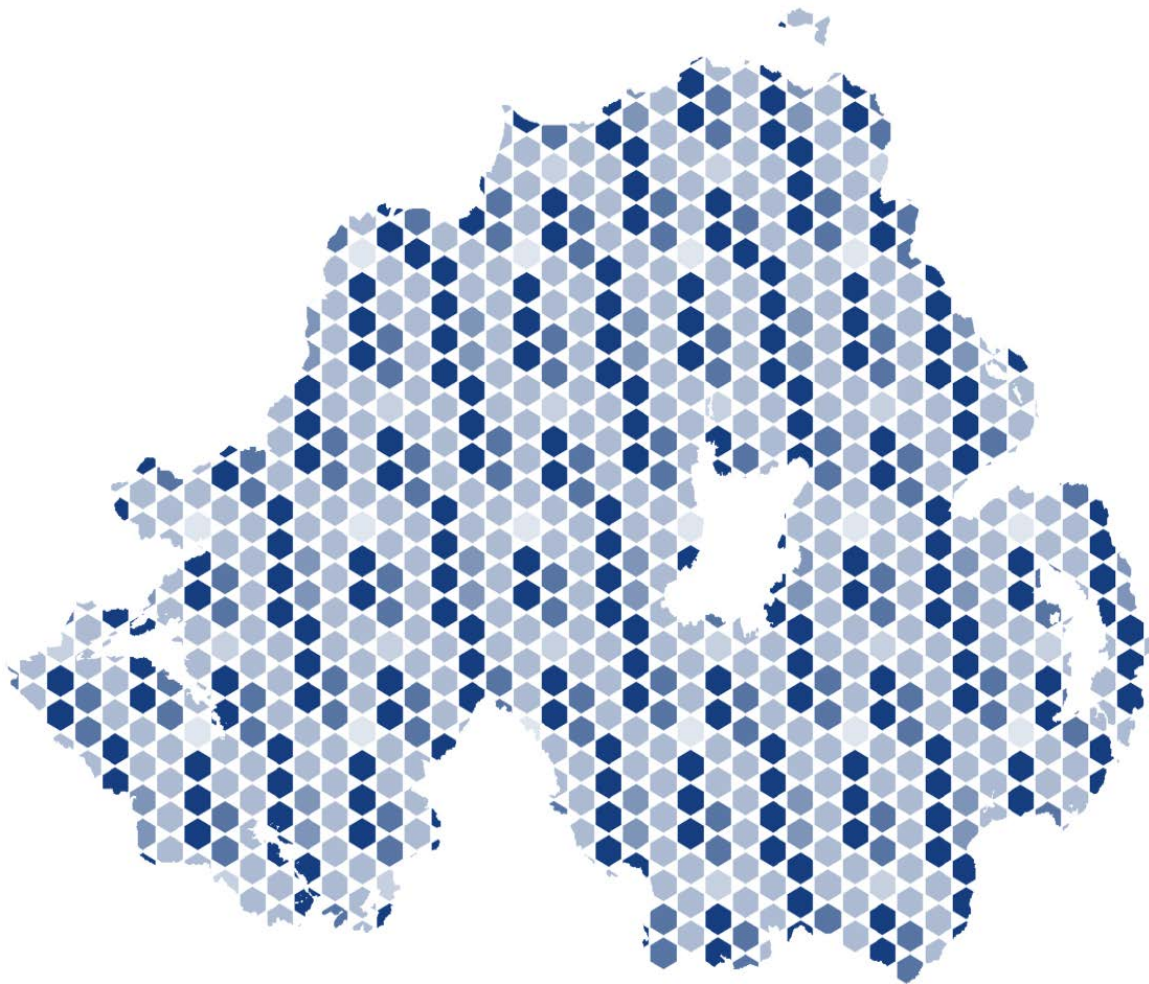


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Fanchea's College, Enniskillen
County Fermanagh

11-18 All-girls maintained non-selective school

Report of a Sustaining Improvement
Inspection (Involving Action Short of
Strike) in October 2017



The Education and Training Inspectorate
Promoting Improvement

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Sustaining Improvement Inspection of St Fanchea's College, Enniskillen (223-0099)

Introduction

The previous inspection in October 2014 evaluated the overall effectiveness of St Fanchea's College as good¹. In the interim, an acting principal has taken up post and there have been other significant changes in the senior leadership of the school. A sustaining improvement inspection (SII) was conducted on 20 October 2017.

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that most of the teachers would not be co-operating with the inspectors. The ETI have 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 line of enquiry during the SII was:

- the further development of quality assurance arrangements, including the more robust use of qualitative and quantitative measures to inform improvement planning and, particularly, curriculum development.

Key findings

- Capacity building across the school has been integral to developing a more effective use of qualitative and quantitative data to inform improvement planning. This includes the implementation and development of the '*central pupil database*' which informs well the school's target setting processes and the programmes for intervention.
- The progress of individual and groups of pupils in their learning is baselined, tracked and monitored to good effect, which has informed well the recent and ongoing review of the curriculum. The curriculum at key stage 4 has been broadened with the introduction of a more appropriate range of subjects. While the post-16 curriculum offer remains overly limited due to the small numbers, it is enhanced through successful collaboration with the local further education college.

Owing to the school's participation in industrial action the ETI was unable to evaluate fully the line of enquiry.

¹ From September 2015, the overall effectiveness of a school previously evaluated as good has been reported as the school demonstrating the capacity to identify and bring about improvement.

Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance issued by the Department of Education. In discussions with the inspectors, the pupils spoke positively about the caring and friendly relationships they have with one another and the pride they have in their school. They reported that they feel safe and are aware of what to do if they have any concerns about their safety or welfare.

However, owing to the action short of strike, the ETI was unable to evaluate fully the arrangements for safeguarding in the school.

Conclusion

Owing to the impact of the action short of strike being taken by most of the teachers, the ETI is unable to assure parents/carers, and the wider school community and stakeholders of the quality of education being provided for the pupils. This will be reflected in future inspection activity.

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's provision, in particular, at post-16 level, in order to address the current and future needs of the pupils and the staff.

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