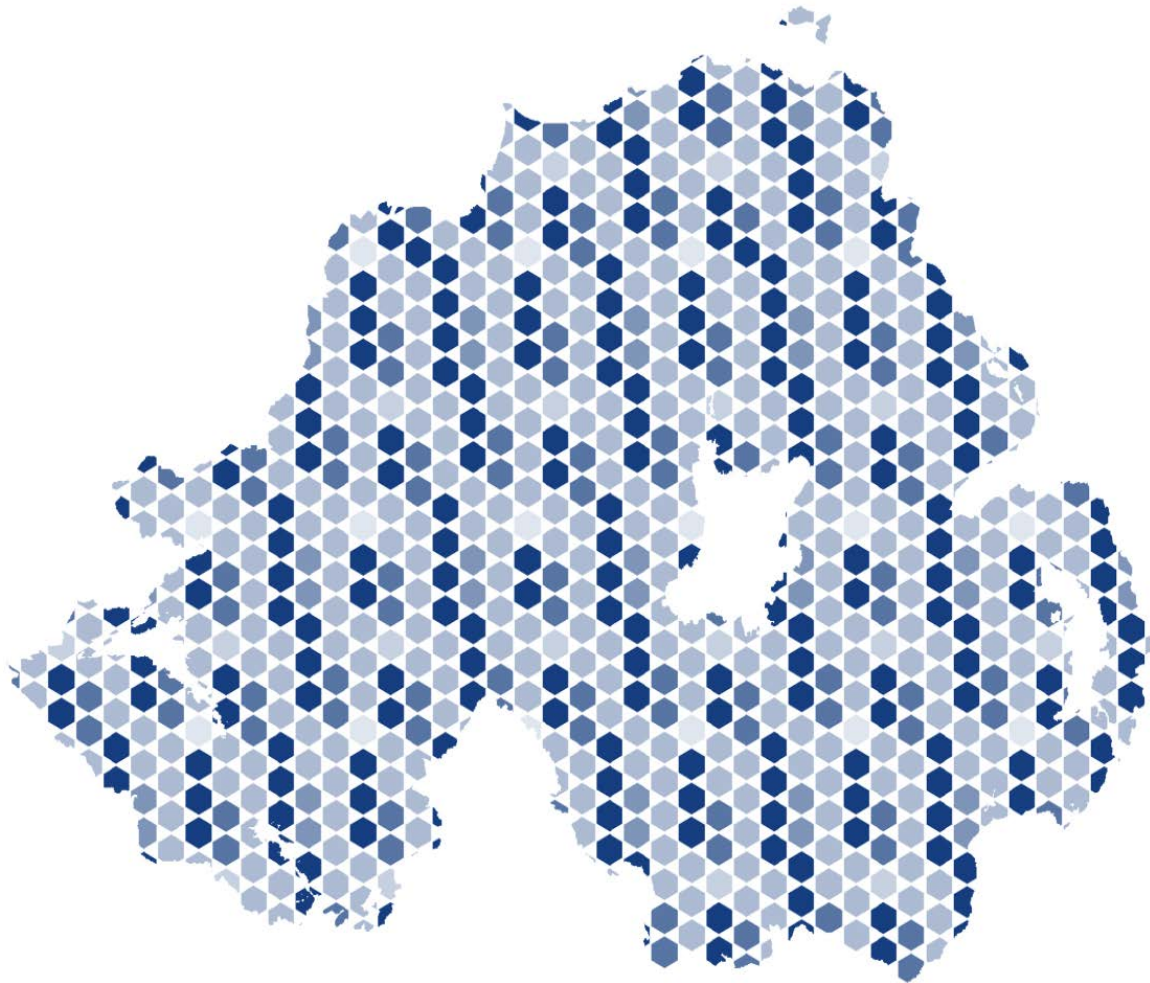


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

The Royal School Dungannon,
County Tyrone

Co-educational, 11-18, voluntary grammar school

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Sustaining Improvement Inspection of The Royal School Dungannon, County Tyrone (542-0260)

Introduction

The previous inspection, in March 2014, evaluated the overall effectiveness of The Royal School Dungannon as good¹. Since the last inspection, there has been a reorganisation of some leadership roles, including the creation of new leadership positions in curriculum and pastoral care. A sustaining improvement inspection (SII) was conducted on 27 and 28 April 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 almost all 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 the provision for safeguarding as part of the inspection.

The line of inquiry during the SII was:

- to develop further the capacity of leaders at all levels to monitor and evaluate the impact of the school's improvement agenda on pupils' learning and achievement, and on classroom practice.

Key findings

- The school has acted strategically in developing leadership capacity, at all levels of the school, including through: opportunities for secondment of staff to an extended leadership team; peer to peer capacity building through PRSD; and the promotion of international research to inform new initiatives.
- Capacity-building within the school has been integral to developing further the pupil independent learning agenda, which includes the establishment and development of a school 'dashboard' system and associated materials for better informing pupils, staff and parents around the progress of individual pupils in their learning. A new pupil leadership team has worked well with senior leadership on reviewing and updating relevant school policies, which has enhanced the pupils' confidence and negotiation skills. A recently established safer school team for the pupils also has been influential in wider school improvement through work with peers, parents and staff.

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

- Since the last inspection the percentage of pupils achieving seven or more GCSE qualifications or equivalent at A* to C including English and Maths has risen slightly, and is in line with the Northern Ireland average. In addition the gender gap in achievement has closed. The percentage of pupils achieving three or more GCE A levels or equivalent at grades A to C is consistently above the Northern Ireland average and shows evidence of continuous improvement.

Due to the action short of strike, the ETI was unable to evaluate:

- the impact of the school's improvement agenda on classroom practice.

Safeguarding

During the inspection, the school provided evidence that arrangements for safeguarding continue to reflect² the guidance issued by the relevant Departments.

Conclusion

Owing to the impact of the action short of strike being taken by almost all of 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.

² From January 2017, arrangements previously evaluated as comprehensive are reported as **reflect** the guidance.

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