

EDUCATION AND TRAINING
INSPECTORATE

POST-PRIMARY INSPECTION

Erne Integrated College, Enniskillen,
County Fermanagh

DE Ref No 226-0280

Report of a Follow-up Inspection in June 2024



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Department of Education
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Follow-up to the inspection of Erne Integrated College, Enniskillen, BT74 4FW (226-0280)

Introduction

Erne Integrated College is an 11-18 grant maintained integrated post-primary school situated on the outskirts of Enniskillen, serving a wide geographical area, including Enniskillen town. The current total enrolment is 342 pupils. Thirty-two percent of the pupils are entitled to free school meals and just over 13% of the pupils have a statement of special educational need. The school has a learning support centre which opened in 2019. The school's vision is of a school where everyone is valued equally.

This follow-up inspection was carried out in June 2024 and provided the school with the opportunity to demonstrate its progress in addressing the areas for action from the time of the monitoring visit in April 2022 and the last inspection in March 2023. Changes since the monitoring visit include: the appointment of a new principal who has been in post on a temporary basis since September 2023 and who will take up permanent position in September 2024; a new board of governors is in place since June 2023 and is almost at full complement; and the number of newcomer pupils has increased by two-thirds from 35 to 58.

Views of pupils, parents and staff

The Education and Training Inspectorate (ETI) issued online confidential questionnaires to pupils, parents and staff in advance of the follow-up inspection.

Twenty percent (68) of pupils responded to the questionnaire, six of whom provided additional written comments. Most of those pupils who responded report that the teachers and other adults in the school treat them with care and respect and help them if they have any difficulties with their learning. Most of the respondents agree that the school council works well to improve aspects of school life and almost all of them enjoy school and agree that school provides them with regular opportunities for exercise.

Inspectors met and spoke with pupils from years 8 to 11 in three focus groups. The pupils were very positive about their experiences in school and report that they feel safe in school and know what to do if they have any concerns about their safety or wellbeing.

Over thirteen percent (38) of parents responded to the questionnaire; twenty-four included written responses. Most of these parents report that their child is happy and making good progress at Erne Integrated College and that they receive helpful information about their child's progress. Most also report that they are content with the subjects and courses on offer in the school and that their child's wider skills are being developed well. Most of the respondents say that they are aware of the school's vision; that the staff ask for their views and take their views into account; and that the school has informed them what to do if they have any concerns around child protection.

Fifty-four percent (41) of staff responded to the questionnaires; there were fifteen additional written comments and inspectors also spoke with a small number of staff. Almost all of the staff report that they understand the needs of individual pupils and/or groups of pupils and set work accordingly. Almost all also agree that in this school everyone is understood and respected, including people of all races and nationalities. Similarly, most staff report that women/girls, men/boys, people with a disability, people of all religions and none, and people of all sexual orientations are understood and respected in Erne Integrated College. All of the teaching staff and the majority of the support staff agree that they are aware of the school's safeguarding/child protection procedures. Most staff report that if they are worried or have a problem there is someone in school they can talk to.

A summary of all the responses and the discussions, including any issues raised by pupils, parents and staff, was communicated to the principal and representatives of the board of governors.

Key actions

Key actions which affect the work of the school are set out below.

- The school has received support from the Education Authority in relation to school development planning and whole-school priorities around attendance, behaviour management and financial budgeting.
- There has been a whole-school focus on improving attendance and behaviour for learning, as identified through staff consultation in December 2023.
- The further roll-out of an online whole-school learning platform to support pupils' progress in their learning and enabling teachers to monitor homework more efficiently and communicate with parents.
- There has been a reduction in the number of assessment points during the most recent period of industrial action. Work to collate and use a range of internal data, including pastoral information and assessment data to set targets and to track pupil progress across the curriculum is now fully back on track.
- The school have focused on increasing the overall enrolment by reconnecting with potential feeder primary schools to increase year 8 enrolment and improving the staying-on rate from year 12 to year 13.
- The school has managed of a range of staffing changes.

Key findings

- In discussions with inspectors, the pupils were friendly, good mannered and listened to one another's views respectfully. The pupils appreciate and enjoy a range of extra-curricular activities across the school, including sporting teams and choir. They value the very positive relationships that they have with their teachers and learning support staff, and the help, care and support that they receive.
- A new process for whole-school self-evaluation is evolving and is identifying appropriately priorities for improvement, this includes regular opportunities for pupils to share their views on their learning experiences and wider aspects of school life. The initial evidence shows a positive impact in areas such as attendance and behaviour.
- The school is collating well a range of assessment information to track and report on pupil progress in learning across the curriculum. The school is identifying effectively a range of interventions and is beginning again to monitor the impact of this work, as they emerge from the most recent period of industrial action. It will be important to refine the intervention processes so that staff are able to provide more targeted support for pupils to overcome barriers to their learning, develop appropriate skills, and progress. The school has appropriately identified the need to re-establish the senior and middle leader links to support this work.
- Almost all of the lessons observed were effective in promoting successful learning and there were high expectations for the achievement of all of the pupils. In these lessons, planning for differentiation and adapted teaching approaches are based on good knowledge of the pupils and builds well on the pupils' prior learning. Through well-paced and skilful teaching, the pupils experience a wide range of learning strategies and opportunities to extend their subject knowledge and develop their high-level thinking skills. Pupils are encouraged to participate in discussions about their learning and are supported very well in the use of subject specific vocabulary. The staff encourage the pupils to have a go, reassure them to learn from mistakes and celebrate their achievements as the lessons progress.
- Pupils settle quickly and engage meaningfully in the learning, supported well by the adults in the room. The pupils work well independently, in pairs and in groups; they enjoy active learning and show respect as they reach agreement and learn together. Opportunities for discussion and effective questioning by the teacher are maximised. The pupils and staff would benefit from more opportunities for the pupils to lead the learning.
- Governors have a clear understanding of the strengths of the school and the challenges it currently faces. They are highly committed to promoting the school in the community, are very aware of the school's current priorities and are supportive of the ongoing associated work. The new board of governors brings to the school a wealth of experience and a wide skillset which they use effectively to provide strategic direction. The work of the governors is impacting positively on the life and work of the school.

Child Protection

At the time of the inspection, the evidence provided by the school demonstrates that the arrangements for child protection align to the current statutory guidance. The school is aware of changes in arrangements for adult protection and this is reflected in the child protection and safeguarding policy. A more accurate record of attendance of staff at relevant training is required.

Going Forward

The school community of Erne Integrated College is working well together to achieve their vision of a school where everyone is valued equally.

Staff are committed to providing the pupils with a wide range of high-quality learning experiences and the pupils appreciate and respond very well to active and creative strategies, including any support provided. The new leadership recognises the challenges the school and the pupils face and understands well the support and interventions needed to allow all pupils to develop their potential.

The ETI, through the engagement of the District Inspector, will continue to work with the school to take forward the areas for consideration in this report.

No further follow-up inspection is required.

Appendix 1: 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%

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