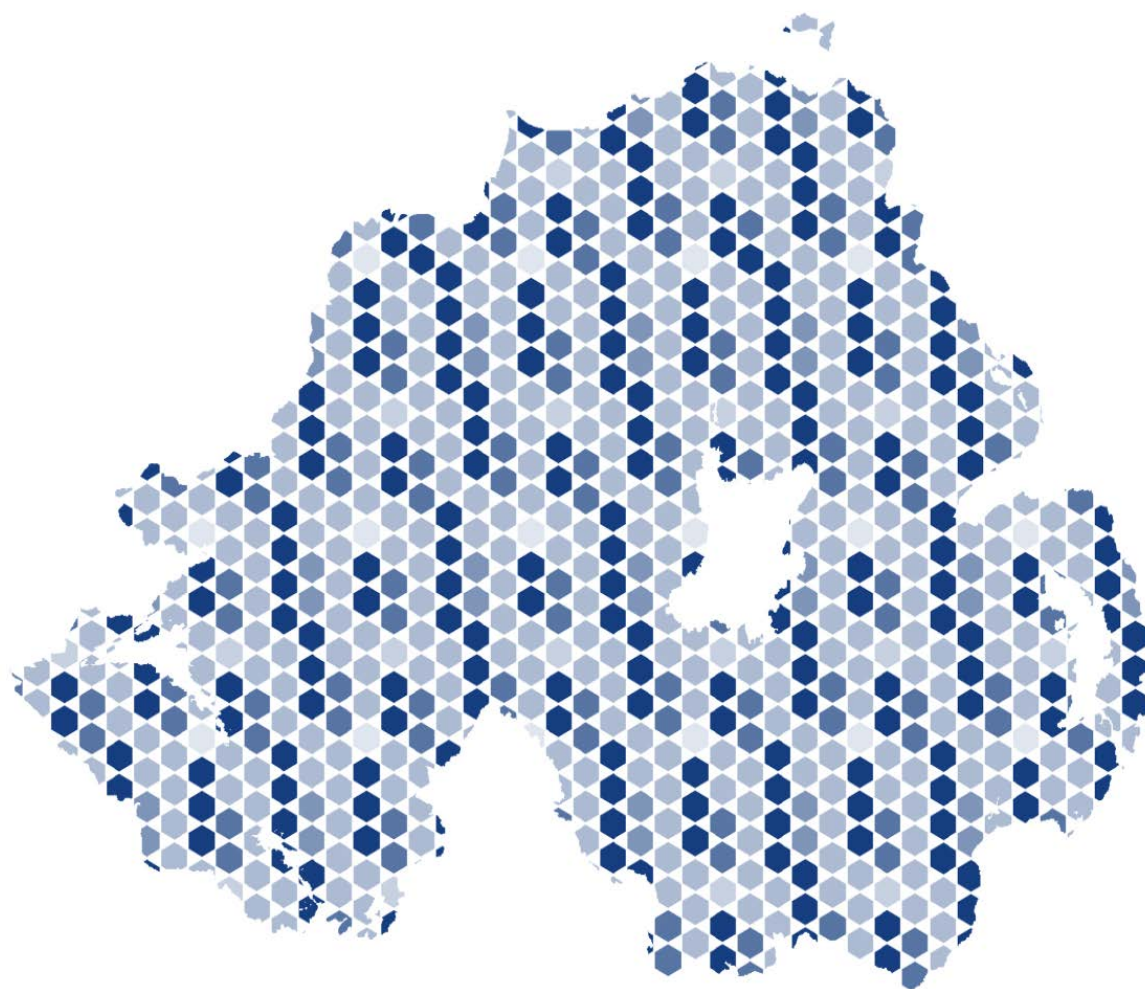


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Fanchea's College,
Enniskillen

11-18, all-girls', maintained, non-selective school

Report of an Inspection in
October 2014



*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

CUSTOMER
SERVICE
EXCELLENCE



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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus and purpose of inspection	1
3. Context of the school	1
4. Overall findings of the inspection	2
5. Quality of achievements and standards	2
6. Quality of provision	3
7. Quality of leadership and management	5
8. Conclusions: going forward	6

Appendix on trends in examination performance and other statistical data

1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of post-primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self evaluation* at: <http://www.eti.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation, data and the pupils' written work, and held formal and informal discussions with pupils (individually and in groups), teachers and staff with specific responsibilities.

The arrangements for the inspection included a meeting with the governors and the opportunity for all parents, teaching and support staff to complete a confidential questionnaire. Fifty four percent of parents (73) and 58% of staff (14) responded to the questionnaires. All of the staff responses were positive. Most parents who responded were positive in their support for the school and commented on the caring, inclusive ethos of the school; the hard work and commitment of the staff; and the leadership of the principal. The few issues raised in the questionnaires in relation to communication were discussed with the Principal.

2. Focus and purpose of the inspection

In order to promote improvement in the interests of all pupils, the purpose of a post-primary inspection is, through an effective linking of internal and external approaches, to:

- evaluate the quality of the provision and the outcomes for the pupils;
- evaluate the school's leadership and management and its capacity to effect and sustain improvement in its provision and standards; and
- inform the school's planning for improvement.

3. Context of the school

St Fanchea's College, Enniskillen draws most of its pupils from the town and the surrounding area. The school reports that, compared to other post- primary schools in the area, it has the highest intake of pupils, at 14%, from Enniskillen's Neighbourhood Renewal Area. The percentage of pupils entitled to free school meals has increased by more than ten percentage points to 33% in the past year.

Over two-thirds of the pupils enter the school with the expected levels in English and mathematics, which is in line with the average for non-selective schools. The number of pupils identified as having special educational needs has increased steadily to 43%, which is above the average for non-selective schools.

The enrolment at sixth form is low and stands at 31. Most of the year 14 leavers progress to courses in further and higher education, which is significantly above the NI average, and approximately one-half of the leavers go on to study level 3 degree courses.

The school is an active partner in the Fermanagh Area Learning Community (FLC) and has collaborative arrangements with local schools and the further education college to broaden the curriculum at key stage (KS) 4 and post-16.

The school provides good opportunities for the pupils to learn about community relations, equality, diversity and reconciliation. It participates in a well-embedded shared education programme as part of the FLC through its comprehensive extra-curricular provision. Pupils learn together with their peers from controlled schools through engagement in a wide range of sporting, musical, artistic and community projects.

St Fanchea's College	2011/12	2012/13	2013/14	2014/15
Year 8 Intake	62	57	52	67
Enrolment	323	318	330	328
% Attendance (NI Average)	92.8 (92.3)	92.7 (92.6)	93.4% (n/a)	N/A (n/a)
FSME Percentage ¹	22	21	21	33
% and (Number) of pupils on SEN register	35.29% (114)	35.53% (113)	38.18% (126)	43.24% (142)
No. of pupils with statements of educational needs in the mainstream school	18	17	17	23
No. of newcomers	13	12	7	8
<i>Intake²:</i>				
% of Y8 pupils with L5 English	8.06	12.28	0	NR ³
% of Y8 pupils with L5 mathematics	4.84	14.04	0	NR
% of Y8 pupils with L4 and above in English	64.52	87.72	59.62	NR
% of Y8 pupils with L4 and above in mathematics	64.52	85.96	55.77	NR
<i>Source: data as held by the school.</i>				

4. Overall findings of the inspection

Overall Effectiveness	Good
Achievements and Standards	Good
Provision	Good
Leadership and Management	Good

5. Achievement and Standards

- Almost all pupils are well-motivated, and have a positive disposition to learning through their excellent working relationships with the staff and their peers.
- In most of the lessons, the pupils benefit from good opportunities to employ good thinking and problem-solving skills and work well with one another in group tasks, taking responsibility and supporting each other. They engage well in independent and group research, and show initiative and creativity in response to well-planned practical and challenging tasks in meaningful contexts.

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

² From 2013, KS2 standards in English and mathematics are reported as Levels of Progression in Communication and Using Mathematics and cannot be compared directly with KS2 data from previous years

³ Due to industrial action, data from end-of-key-stage 2 assessments in 2014 was not made available to St Fanchea's by the contributory primary schools

- Through a wide range of extra-curricular activities and participation in competitions, the pupils are developing effective social and personal skills, including leadership, teamwork, and mentoring, which prepare them well for the transition to the next stage of their education and adult life.
- In public examinations, for four out of the past five years, the attainment in five or more examinations in GCSE and equivalent subjects at grades A* to C is well above the average for non-selective schools. During the same period when English and mathematics are included the attainment is also well above the average. The uptake by pupils of science subjects at KS4 is particularly strong, and the school has been very successful in external science competitions.
- The GCSE attainment for the small number of year 12 pupils entitled to free school meals has decreased significantly over the past three years. The school has identified this as a key area for improvement.
- The overall standards achieved by the pupils in English and mathematics are good. However, at the time of the inspection, the arrangements through which pupils take Essential Skills in Communication and Application of Number instead of GCSE English and mathematics are overly determined by the particular curriculum pathway the pupils are following. The school needs to review the GCSE/Essential Skills examination entry policy at KS4, to ensure appropriateness for all pupils irrespective of the curriculum pathway they follow.
- The school provides two vocational options at post-16 for the small number of pupils in the sixth form. Although the range of options has increased over the past three years through collaboration with the FLC, and in particular the South West College, there is a limited range of choices for pupils. Over the past three years, all of the pupils in year 14 achieved two or more vocational A level equivalents at grades A to E.
- The pupils who require additional support with aspects of their learning interact confidently with their peers and are integrated well both educationally and socially in the life and work of the school. In 2014, the majority of pupils with additional learning needs achieved five or more examinations in GCSE and equivalent subjects at grades A* to C.

6. Quality of Provision

- Planning, teaching and assessment were effective (good or better) at promoting learning in four-fifths of the lessons observed.
- In the most effective practice, the teaching is well-paced and builds on prior learning with very good opportunities for the pupils to work together on purposeful activities which promote their thinking skills. In these lessons, the teachers use open-ended questioning which is effective in encouraging the pupils to think rigorously and make confident, extended oral responses. Well-planned plenary sessions help teachers and pupils to assess and consolidate learning.

- In the less effective practice, there is over-direction by the teacher, low-level tasks and a narrow range of strategies that do not engage sufficiently the pupils in learning. It will be important to disseminate the most effective practice in order to promote consistent improvement in planning, teaching and learning.
- Literacy is promoted well through English and a whole-school focus on spelling strategies and subject specific word banks to support the development of the pupils' vocabulary. Reading is encouraged effectively through a KS3 reading club, the promotion of a reading week, world book day, the use of the school library and established links with Enniskillen library. There has been sharing of good practice, with the lead taken by English and science. Developing effective questioning is a whole school priority and will provide appropriate opportunities to develop further the pupils' talking and listening skills.
- In English, there is a good focus on developing reading responses and extended writing, supported by the promotion of creative writing competitions. While teaching and learning in English is effectively planned, at KS3 the teachers and leaders need to ensure, through more rigorous monitoring and evaluation, better progression in talking and listening, reading and writing both within English and across the curriculum for all of the pupils.
- The development of numeracy in mathematics lessons is being augmented effectively by the opportunities for numeracy being planned for and developed in other subjects. While the three-year development plan identifies appropriate initiatives and tasks, the targets and success criteria in the associated action plans are insufficiently focused on improving the pupils' experiences and raising the standards achieved.
- To improve further the provision in the mathematics lessons, the teachers need to enrich the pupils' mathematical understanding by placing a greater emphasis on the interconnections between concepts and to challenge thinking through more effective questioning.
- The quality of the pastoral care is very good. The pupils' behaviour during the inspection was exemplary; they show respect to peers, teachers, and other adults in the school; their interactions with each other are supportive and sensitive. Pupils and parents alike express strong appreciation for the time, care and support given by the staff to the all-round development of the pupils. In discussions, the pupils indicated that they are aware of what to do if they have any concerns about their care and well-being.
- The pupils take on roles and responsibilities maturely. They engage in many enrichment activities, including sport, music and drama. The school encourages pupils to participate in a wide range of inter-school competitions, volunteering and charity work which motivates them to make a valuable contribution to their school and wider community. Senior pupils provide effective peer mentoring for younger learners.
- The school provides targeted support, including withdrawal sessions to meet the pupils' varied learning, social and emotional needs. The teachers and the classroom assistants support well the pupils with specific challenges and help them overcome barriers to learning. In the most effective practice, the pupils' individual targets informed well the learning and teaching activities, enabling the pupils to progress at a pace appropriate to their ability.

- The quality of the special educational needs provision within classroom practice across the school is effective. The school has reviewed appropriately the effectiveness of individual education plans and is setting out to improve further this aspect of special education provision.
- While the school has broadened the curriculum over the past two years, it does not meet the requirement for the Entitlement Framework. The senior management team has identified the need for a strategic approach to curriculum development that takes account of the challenging staffing and resource constraints facing the school and still ensures the provision of appropriate and flexible career pathways for the pupils. Inspection evidence confirms that this is a key priority for the school.
- Through effective monitoring and evaluation of the quality of the careers education, advice and guidance, appropriate priorities have been identified to develop the provision further, including more opportunities for the pupils to benefit from individual careers guidance and to involve parents in decision-making. There is an appropriate range of work-related learning experiences which helps inform their career choices.

7. Leadership and management

- The senior leaders are highly committed to the pastoral and academic needs of the pupils and have high expectations of, and for, the achievements of both staff and pupils and they inspire confidence and respect amongst the wider school community.
- The school development plan⁴ (SDP) draws on effective consultation with the wider school community. It sets out clearly a number of key priorities for development, which, together with its associated action plans, will require some adjustment in light of the inspection findings.
- To enhance development planning further the school development plan should include more detail on how the changes in curricular provision and improvement planning will be implemented to meet the needs of all pupils; and how progress is monitored and evaluated against measurable targets.
- The senior management team has identified appropriately the need for a greater consistency in the quality and effectiveness of improvement planning by management at all levels. There is variation in how middle managers evaluate the effectiveness of their leadership and of the impact of the teachers' self-evaluation leading to improvement. It will be important for the senior management team to provide rigorous evaluative feedback to all departments on their action planning.
- The governors are well informed about the life and work of the school. Based on the evidence available at the time of the inspection, the parents, staff and school community can have confidence in the aspects of governance evaluated. Improvement planning needs to be enhanced by governors taking a more explicit role in monitoring and evaluating the progress made in realising the objectives set out in the SDP.

⁴ The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

- On the basis of the evidence available at the time of the inspection the school has comprehensive arrangements in place for safeguarding young people which reflect the guidance issued by the Department of Education.

8. Conclusion

In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision.

The inspection has identified areas for improvement in:

- 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; and
- building leadership and management capacity at all levels to meet the present and future needs of the school.

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 provision, school budget and the KS4 and post-16 provision, in order to address the current and future needs of the pupils and the staff.

The school has demonstrated the capacity to effect continued improvement; the Education and Training Inspectorate will continue to monitor the school's progress.

Examination performance and other statistical data

GCSE and equivalent examination results from 2011-12 to 2013-14

Based on data held by the school and verified with ETI, the table below compares the percentage of year 12 pupils in this school achieving 5 or more GCSEs (A* to C and A* to E) and equivalent subjects, and the percentage of pupils entitled to free school meals with the NI average for non-selective schools in the same free school meals category⁵.

<i>GCSE and GCSE equivalent subjects - *following permitted exclusions</i>	2012	2013	2014
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	98	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	74.14	47.92	78.69
<i>The NI average for similar schools in the same free school meals category</i>	<i>62.9</i>	<i>62.9</i>	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	55.17	29.17	36.07
<i>The NI average for similar schools in the same free school meals category</i>	<i>35.6</i>	<i>35.6</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	93.10	89.58	98.36
Percentage of Year 12 entitled to free school meals achieving 5 or more GCSEs Grades A* to C or equivalent (including GCSE English and GCSE Mathematics)	41.67	8.33	12.5

⁵ See benchmarking data and guidance contained in the DE Circular 2011/03: 'School Development Planning and Target-Setting'.

Other examination results at key stage 4 from 2011-12 to 2013-14

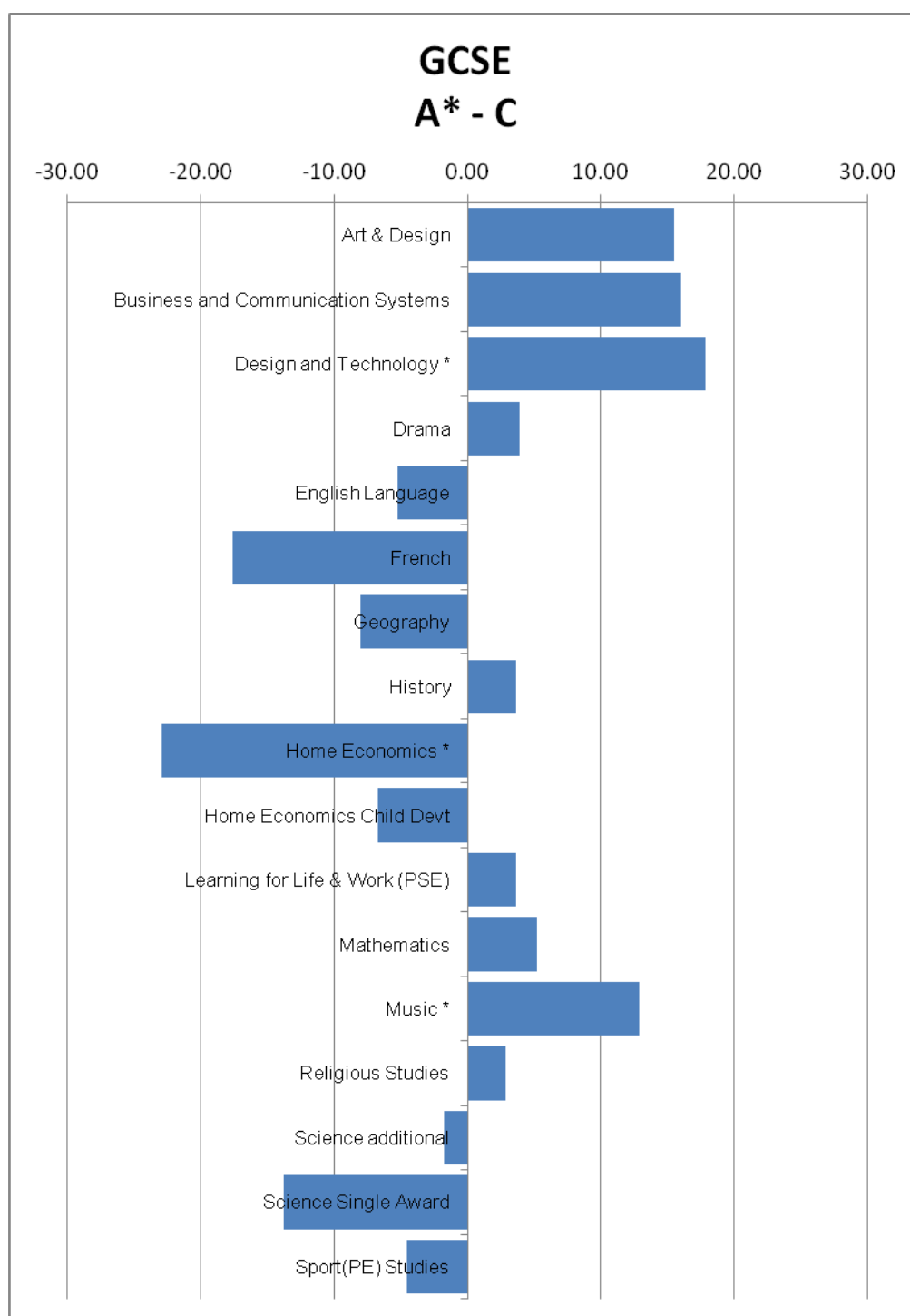
Based on data held by the school and verified with ETI, the tables below show the percentage of year 12 pupils in this school achieving pass grades, and grades A* to C and A* to E in vocational/applied courses equivalent to GCSE level. No average is available from the examining boards for the subjects in these tables to facilitate comparison.

GCSE Subject	2012		2013		2014		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
BTEC Performing Arts					100%		11
BTEC Level 2 Diploma Hospitality (4 GCSEs equivalence)					100%	100%	10
BTEC Level 2 Extended Certificate Hospitality (2 GCSEs equivalence)					100%	100%	2

Level 2	2012	2013	2014	Total entry over 3 years
	% pass	% pass	% pass	
CCEA Level 2 Essential Skills in Communication			100%	12
CCEA Level 2 Essential Skills in Application of Number			100%	12
CCEA Occupational Studies Level 2	100%	100%		2

Attainment of pupils in individual subjects at GCSE level at grades A* to C from 2011-12 to 2013-14

The bar chart below illustrates, based on data held by the school and verified with ETI, the performance of each GCSE subject, in all exam boards, compared with the three-year average for girls in non-selective schools in Northern Ireland. A positive value (to the right) shows that the average individual subject performance is above average. As the number of entries to each subject may vary considerably, comparisons should be treated with caution.



*indicates fewer than 30 entries over 3 years

GCE A level examination results at grades A* to C from 2011-12 to 2013-14

Based on data held by the school and verified with ETI, the table below shows the percentage of year 14 pupils in this school achieving three or more GCE A levels at grades A* to C, and two or more GCE A levels at grades A* to E. The table compares the percentage of achieving three or more GCEs (A* to C) with the NI average for non-selective schools in the same free school meals category⁶.

GCE A Level or equivalent	2012	2013	2014
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	92.3	83.3	92.3
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	46.15	66.67	30.77
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	100	100	100

Other examination results: post-16

Based on data held by the school and verified with ETI, the table below shows the percentage of year 14 pupils in the school achieving pass grades in a vocational/applied course equivalent to GCE A level. No average is available from the examining board for the subject in these tables to facilitate comparison.

GCE Subject	2012		2013		2014		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
Health and social care (Single Award)	73.53	100	95.83	100	73.08	100	84
Information Technology (Single Award)	62.50	100	100.00	100	16.67	100	18

Level 3	2012	2013	2014	Total entry over 3 years
	% pass	% pass	% pass	
Business Studies (Single Award)		100	100	3
Performing Arts (Single Award)		100	100	2

⁶ See benchmarking data and guidance contained in the DE Circulars: 'School Development Planning and Target-Setting'

Staying on rate

Based on data held by the school and verified with ETI, the table below shows the percentage of the pupils who stay on at this school from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for all schools for non-selective schools from school census returns to DE for the most recent year for which data is available.

	NI Average (%)	School (%)
% Yr 12 staying on to Yr 13	52.8	29.1
% Yr 13 staying on to Yr 14	77.6	88.2

Leavers' destinations

Based on data held and verified by the school with ETI, the table below shows the percentage of all of the pupils from this school who leave school to enter further education, higher education or employment, or are seeking employment compared with the average for non-selective schools.

Leavers destinations 2012/13	School	NI	Level 2 (No.)	Level 3 (No.)	Level 3+ (No.)
Total Number of Leavers	27	13498			
Employment	7.4%	8.6%			
Further Education	55.6%	43.7%	1	13	20
Higher Education	29.6%	22.0%			11
Training	7.4%	18.4%			
Unemployed	0.0%	3.9%			
Unknown	0.0%	3.4%			

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