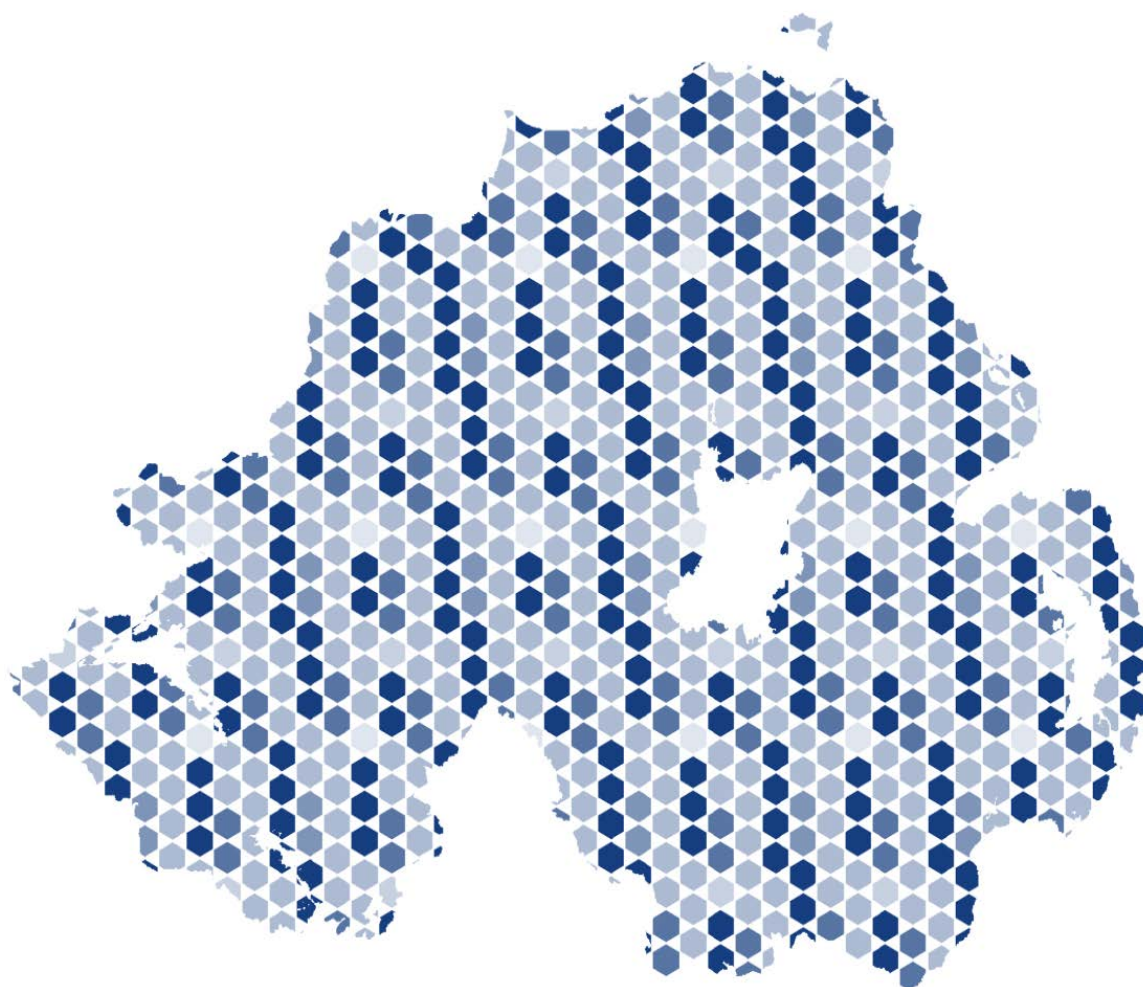


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Eugene's College, Roslea

Maintained, non-selective, co-educational , 11-18 school

Report of an Inspection
in April 2013



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CONTEXT OF THE INSPECTION (METHOD)

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 Inspectorate's publication *Together Towards Improvement: a process for self evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

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 (Inspectorate) use the following performance levels (grades) in reports:

Performance Level	Descriptor
Outstanding	Outstanding characterised by excellence
Very Good	Consistently good; major strengths
Good	Important strengths in most of the provision. Areas for improvement which the school has the capacity to address
Satisfactory	Overall sound/satisfactory but with areas for improvement in important areas which need to be addressed
Inadequate	A few strengths; significant areas for improvement which require prompt action
Unsatisfactory	Poor; major shortcomings which require urgent action

The questionnaire returns from parents, teaching and support staff are shown in the table below.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	137	62	45.2%	26
Teachers	13	11	84.5%	*
Support Staff	10	10	100%	*

* fewer than 5

1. INTRODUCTION

1.1 CONTEXT OF THE SCHOOL

St Eugene's College is located in the village of Roslea, Co. Fermanagh. The college draws its pupils from the village and the wider rural area. The enrolment has been declining steadily over the past four years. Almost a third of the comments from parents returned with the questionnaires reported a concern over the ongoing uncertainty surrounding the school's future. There are 23 pupils in the sixth form. A high proportion of the pupils have identified special educational needs. Given the small numbers in the year 8 intake, the percentage of pupils attaining at the expected levels in English and mathematics varies considerably from year to year which is, in turn, reflected in significant annual variations in key stage (KS) 3 and GCSE examinations.

St Eugene's College	2009/10	2010/11	2011/12	2012/13
Year 8 Intake	33	28	18	11
Enrolment	180	190	174	137
% Attendance (NI Average)	86 (92)	86 (91)	88 (93)	n/a
FSME Percentage ¹	17.8	20.0	20.1	23.4
% (No.) of pupils on the SEN register	25.0 (45)	25.8 (49)	27.6 (48)	50.0 (57)
No. of pupils with statements of educational needs	8	9	8	11
No. of newcomers	*	*	*	*
Intake				
% of Y8 pupils with L5 English	21.21	*	*	*
% of Y8 pupils with L5 mathematics	30.30	*	*	*
% of Y8 pupils with L4 and above in English	60.61	78.57	66.67	81.82
% of Y8 pupils with L4 and above in mathematics	69.70	75.00	77.78	81.82

Source: data as held by the school.

* fewer than 5

1.2 FOCUS AND SCOPE OF THE INSPECTION

The standard inspection of St. Eugene's College Roslea focused on achievements and standards, learning and teaching, curriculum provision and on leadership and management across the school as a whole

Specialist inspectors paid particular attention to the English and mathematics provision and gave detailed oral feedback to the teachers in these areas; a summary of the findings is reported in Appendix 2.

The inspection also focused on: the provision for pastoral care and the arrangements for child protection and safeguarding; the provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life; the provision for careers education, information, advice and guidance (CEIAG); and the progress towards the Entitlement Framework.

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

1.3 OVERALL FINDINGS OF THE INSPECTION

Overall Performance Level	Satisfactory
Achievements and Standards	Good
Provision for Learning	Satisfactory
Leadership and Management	Satisfactory

2. ACHIEVEMENTS AND STANDARDS

2.1 The overall standards achieved by the pupils are good².

KEY FINDINGS

The pupils have a positive attitude to school and to their learning; they work well individually and in small groups and participate fully in class discussions. By the end of year 12 they have high self-esteem and are able to express themselves confidently.

Data on Year 12 (Key Stage 4) performance:

GCSE and GCSE equivalent subjects - *following permitted exclusions	2010	2011	2012
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	73.08	82.76	67.57
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>Well above average</i>	<i>Well above average</i>	<i>Above average</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	57.69	65.52	35.14
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>Well above average</i>	<i>Well above average</i>	<i>Above average</i>
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	84.62	100	97.3
Percentage of FSM entitled school leavers achieving 5 or more GCSEs Grades A*-C or equivalent (including GCSE English and GCSE Mathematics)	25	60	12.5

Source: Data as held and verified by the school, with DE benchmarks³

Over the last three years, all pupils have been entered for five or more GCSE⁴ examinations. The results achieved at this level overall have been very good over this period. The proportion of pupils achieving five or more GCSEs at grades A*-C has been consistently above the Northern Ireland (NI) average for schools of a similar type. Over the same period, the proportion of pupils achieving five or more GCSE passes at grades A*-C including English and mathematics, while fluctuating, has remained above the average for similar schools.

² For additional performance data in public examinations, including in vocational subjects, see Appendix 1

³ DE Circular 2011/03: 'School Development Planning and Target-Setting'.

⁴ General Certificate for Secondary Education

The high proportion of pupils identified as requiring additional support with their learning make good progress. In 2012, for example, all of the pupils requiring additional support achieved five or more GCSE qualifications at grades A*-E including English and mathematics. Over the three year period, and as a consequence of the small numbers of pupils, there have been sharp fluctuations in the percentage entitled to free school meals who achieved five or more grades A* to C including English and mathematics.

Over the past three years, the performance of a majority of GCSE subjects at grades A*-C, for which benchmarking data is available, has been consistently above the corresponding three-year NI average.

Data on Year 14 (A2) performance:

GCE A Level or equivalent	2010	2011	2012
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	0	94	60
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	0	100	100
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	0	44	0

Source: Data as held and verified by the school.

The small number of pupils who return to school for post-16 study and who achieve three or more subjects at grades A*-C or equivalent is well below the NI average in those subjects for which benchmarking data is available. All pupils achieve at least two A levels, or the equivalent, at grades A*-E, enhancing the opportunity for them to progress into further education or to gain employment.

3. PROVISION FOR LEARNING

KEY FINDINGS

3.1.1 The quality of the provision for learning, teaching and assessment is satisfactory.

The provision in English is good and mathematics is satisfactory⁵.

The teachers are hard-working and committed fully to the education and welfare of the pupils; they provide good individual and small group support for the pupils' learning both in and out of class. The majority of the lessons observed were good or better; just over one third were satisfactory and a small number were outstanding.

In the most effective practice, in the majority of lessons, pupils develop appropriately the skills of independent learning and oracy. They respond well to effective questioning and by working collaboratively in group and paired activities that are often a feature of the well-planned and well-structured lessons. The pupils are guided well in giving purposeful evaluation of learning to their peers.

In the less effective practice, in a minority of lessons, the pupils are unable to hone their thinking and problem-solving skills because they are overly directed by the teacher. Opportunities to consolidate the learning more meaningfully for the pupils are not planned for, or are overlooked.

⁵ For detailed findings of the provision in English, mathematics, home economics and health and social care see Appendix 2.

The senior and middle managers are not monitoring, nor evaluating regularly, the quality of the planning. They need to ensure that lesson planning provides the focus and differentiation necessary, particularly as most of the teachers teach at least one additional subject outside their main specialism and given the range of educational needs.

There is variation in the quality of assessment to support learning. The pupils would benefit from a more consistent understanding of intended learning and the criteria against which they can measure their progress.

The use of ICT to support both learning and teaching is good.

3.1.2 The quality of the care, guidance and support of pupils is good.

KEY FINDINGS

The quality of the arrangements for pastoral care is good. Across the school there is a welcoming and inclusive ethos. The pupils are respectful to each other, to staff and to visitors. They understand well the importance of independent learning and, in the discussions held with inspectors, report that they feel safe and happy in school and know what to do if they have any concerns about their work, safety and well-being. The members of the active student council spoke positively about their achievements in improving the life and work of the school.

The staff and the head of pastoral care know the pupils and their families well; form teachers use their considerable knowledge appropriately to provide a high standard of care and support to the pupils. There is a need to review the whole school pastoral programme to ensure there is a planned integration between the taught curriculum and the pastoral programme, which is lacking.

The school gives very good attention to promoting healthy eating and physical activity, thereby encouraging the pupils to adopt healthy lifestyles.

The overall quality of the provision for pupils who have special educational needs is good.

A number of intervention strategies have been introduced to meet their specific learning needs. In literacy, in particular, there is good evidence to support the school's evaluation that these strategies are having a positive impact on the standards achieved by the pupils. The special educational needs coordinator has worked hard to develop an integrated approach to addressing the needs of the pupils who have difficulty with aspects of their learning, even though he has a number of other significant whole-school management responsibilities.

Planning to meet the individual learning needs of the pupils who require additional support, especially within subject departments, needs to have a sharper focus on the strategies necessary to bring about improvement. As the range of ability within each class is widening, it will be important that the teachers employ a more appropriate range of teaching strategies, and develop a broader range of resources, to meet the pupils' individual learning needs. The classroom assistants provide the teachers, and the pupils for whom they have responsibility, with invaluable support.

The quality of the provision for CEIAG is good. The pupils are enabled to make informed and realistic decisions at key transition points as the careers co-ordinator promotes effectively the progressive development of the pupils' employability skills and personal qualities. She has developed a useful range of external links which inform effectively the pupils' career planning. Pupils benefit from good quality careers advice and guidance and have an ample understanding of the world of work and of the education, training and employment opportunities available locally and further afield.

It remains important that the school focuses on enhancing the links between CEIAG and the broader curriculum.

3.1.3 The curricular provision for the pupils is inadequate.

KEY FINDINGS

The pupils follow the same, relatively broad and balanced, curriculum at KS3. The falling enrolment in recent years has restricted the capacity of the school to match the curriculum to the specific learning needs of all of the pupils.

The subject options provided for the pupils at KS4 are overly limited and do not provide all of the pupils with the opportunity to follow a broad and balanced curriculum. The geographical isolation of the school restricts the extent to which effective collaboration arrangements can be formed with other post-primary schools in the Fermanagh Learning Community, although one small group of pupils has the opportunity to follow an occupational studies course in South West Regional College in Enniskillen.

The curriculum offered to the pupils who return after their GCSEs is unsatisfactory: there are too few subjects on offer and the school is not meeting the requirements of the DE Circular 2013/10 *Delivering the Entitlement Framework*.

4. LEADERSHIP AND MANAGEMENT

4.1 The overall quality of leadership and the management is satisfactory.

KEY FINDINGS

The senior leadership, the Principal and assistant principal, have responded well to the challenges arising from the increasingly wide variation in the academic ability of the pupils and the declining numbers in the year 8 intake.

The senior leadership team (SLT) have implemented a new tracking system and introduced targeted interventions, such as a reading support programme. The team now needs to make use of available data more effectively to identify more accurately the degree of underachievement, for both individuals and groups, and monitor more effectively the impact of the intervention strategies in raising standards.

The middle management leaders manage their areas of responsibility with enthusiasm. Their departmental improvement plans do not identify explicitly enough the specific strategies required to improve the quality of the learning. Their plans need to be linked more clearly with whole school priorities in order to maintain and raise the standards of all of the pupils.

In order to meet fully the requirements of the School Development Plan Regulations (Northern Ireland) 2010 the school development plan needs to be more specific about monitoring and evaluating the actions intended to lead to improvement and to be more specific about quantifiable success criteria.

The governors are engaged well in promoting the school in the local and wider community in the face of uncertainty surrounding the future of the school. They need to be informed further about the life and work of the school, to review the school development plan more closely in order to support the SLT and teachers, and to provide greater challenge. The parents, staff and school community can have confidence in the aspects of governance evaluated.

The ETI reported to the Principal and representatives of the governors the few areas of concern arising from the questionnaires and, where appropriate, these have been commented on within the report.

On the basis of the evidence available at the time of inspection, the school has satisfactory arrangements in place for safeguarding young people which reflect broadly the guidance issued by the Department of Education; the training for the designated governor should be updated.

5. CONCLUSION

5.1 The quality of education provided by the school is satisfactory. The inspection has identified areas for improvement in, standards, curriculum provision and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively.

A feasibility study setting out various options for the future development of schools in the area was conducted some years ago; it is important that, in the best interests of the pupils and staff, the uncertainties surrounding the future of the school are addressed as a matter of urgency.

It is imperative that the employing authority, plan for, and manage, issues related to the sustainability of the school provision and school budget, which is in significant deficit, in order to address the current and future needs of all of the pupils and the staff. In particular, the curriculum provision made by the school is inadequate and at post-16 it is unsatisfactory. Within this limited context, the inspection found that the quality of the education provided by the school is satisfactory and that the pupils attain very good results at GCSE.

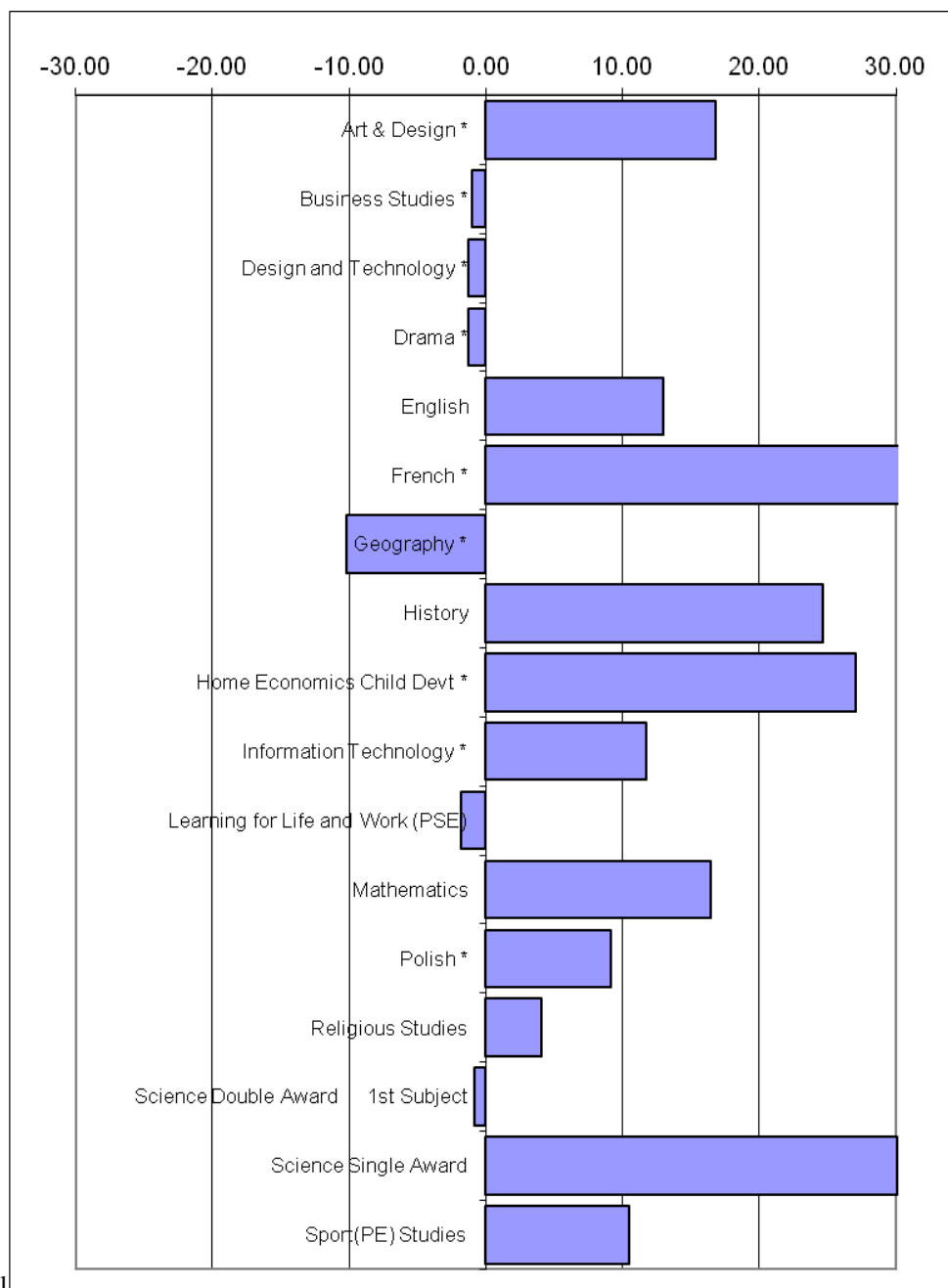
5.2 The main areas for improvement include the need for:

- the SLT, with the support of the staff and governors, to develop a sharper, more rigorous approach to self- evaluation, informed by more effective use of available data, in order to identify the actions needed to improve the quality of the provision; and
- senior managers to review the effectiveness of middle management in making improvements, particularly in light of the challenges arising from the falling enrolment.

5.3 The Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over an 18-24 month period.

1.1 GCSE EXAMINATION RESULTS

Comparison with the three-year NI average at grades A*- C from 2009-10 to 2011-12



OTHER RESULTS KEY STAGE 4

Applied and Vocational Courses Taken in the Last Three Years: Occupational Studies Double Award Course Level 2

	2010	2011	2012
Number of Pupils	9	8	13
% Achieving Equivalent of 2 x Grade Cs	67	38 (*)	62

(*) A small number of pupils in this group achieved the Diploma Qualification which at this time was deemed to be equivalent to 4 GCSE passes at grade C level

LEAVERS' DESTINATIONS

2010/11				
	Year 12	NI %	Year 13/14	NI%
Total Number of Leavers	15		21	
Another School	33%	15.8	0%	2.5
Employment	0%	4.4	*	11.7
Full-time Further Education	*	45	43%	31.1
Full-time Higher Education	N/A	N/A	38%	38.5
Full-time Training	53%	28	*	6.5
Seeking Employment/Unemployed	0%	3.5	0%	6.6
Unknown/Long Term Sick/Pregnant	0%	3.3	*	3.1

* = fewer than 5

SUMMARY OF THE MAIN FINDINGS: ENGLISH AND MATHEMATICS

English

The provision in English is good.

The strengths of the work include:

- the pupils' positive dispositions to learning and their ability to work independently and collaboratively;
- the very good working relationships in all of the lessons observed;
- the quality of the learning and teaching which was good in most of the lessons observed;
- the consistently very good long-term examination outcomes in GCSE English at grades A*-C and also at GCSE grades A*-B, which are mostly well above the corresponding NI average in the previous five years; and
- the commitment of the recently-appointed head of English to improve further the work of the department.

The areas for improvement include the need:

- to develop a culture of self evaluation in the department, and implement appropriate actions and processes which will improve further the quality of the provision for the pupils.

The provision in mathematics is satisfactory.

The strengths of the work include:

- the positive working relationships between the pupils and their teachers;
- the good standards achieved in GCSE mathematics; and
- the good levels of individual support provided for the pupils in the lessons observed during the inspection.

The areas for improvement include the need:

- to put into practice a wider range of strategies to engage the pupils actively and enhance the quality of their learning experiences;
- to use assessment for learning strategies, including the effective use of questioning, to inform planning and extend the pupils' learning ; and
- to develop effective self-evaluation in order to identify actions to help bring about improvement in the quality of the provision for learning.

HEALTH AND SAFETY

- The school needs to repair the fencing at the bottom of the play ground to prevent easy access to the riverbank beyond.

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