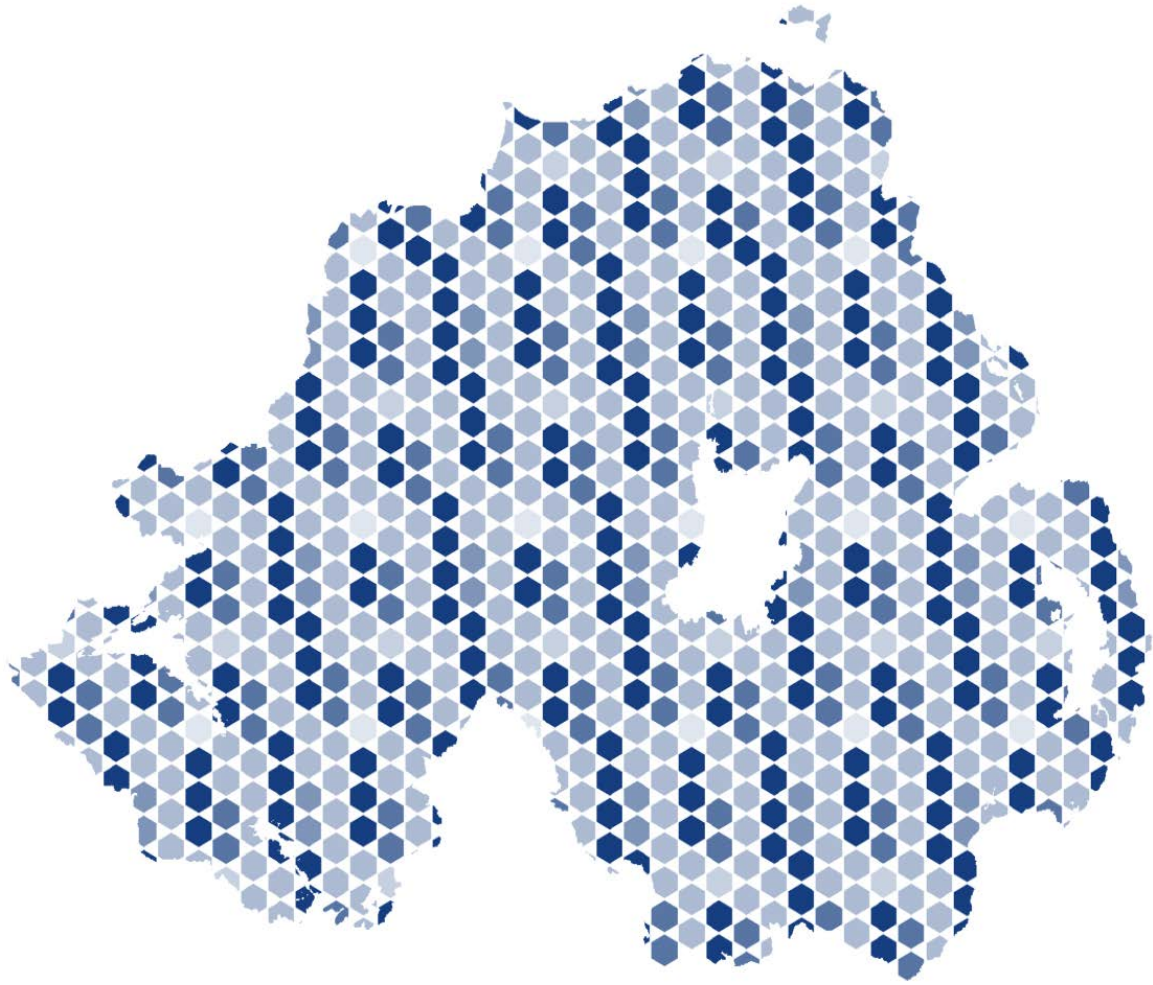


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Enniskillen Royal Grammar
School, County Fermanagh

Co-educational, 11-18 voluntary grammar school

Report of a Baseline Monitoring
Inspection (Involving Action Short
of Strike) in May 2018



The Education and Training Inspectorate
Promoting Improvement

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Department of Education
Department for the Economy
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Baseline Monitoring Inspection of Enniskillen Royal Grammar School (242-0320)

Introduction

The aim of the Baseline Monitoring Inspection (BMIn) is to evaluate the extent to which the leadership and management of the school uses self-evaluation effectively to inform the school development planning process to bring about improvement.

Enniskillen Royal Grammar School opened in September 2016 as a result of a joint development proposal to cease provision at Collegiate Grammar School and Portora Royal Grammar School with the purpose of creating a new co-educational grammar school. The school currently operates on two sites.

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 nearly all of the teachers would not be co-operating with the inspection. The ETI has 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 purpose of the BMIn was to evaluate the school's action to effect improvement and its impact on learning and teaching and outcomes for pupils. The school also provided evidence of provision for safeguarding as part of the inspection.

During the inspection, lines of inquiry were selected from the priorities identified in the school development plan and the school was asked to demonstrate how the actions taken have led to improvement for the pupils. The lines of inquiry focused on the school's actions to:

- establish a vision for Enniskillen Royal Grammar School; and
- develop the quality of communication and key dialogues within the school community for improvements in learning, behaviour and outcomes.

Owing to the action short of strike, the ETI was unable to evaluate fully the outworking and impact of the identified actions associated with the lines of inquiry.

Views of parents and staff

22% of parents (162) and 40% of staff (49) responded to the online questionnaire. The majority of parents who responded to the questionnaire: valued the extra-curricular experiences and opportunities available to their children; highlighted that they receive helpful and regular information about their child's progress; and, agreed that the school has informed them of how to report a complaint, safeguarding issue or other concern. A majority of parents raised concerns in relation to the consultation process for the establishment of the new school and around pupils' behaviour and how it is dealt with.

The majority of responses from the staff were positive. Most of the staff indicated that they: are aware of and support the school's ethos, vision and values; set appropriately high standards for the pupils; and provide opportunities for the pupils to evaluate their own work and that of others. A majority of staff raised concerns in relation to the preparation for and resourcing of the newly-established school.

The issues raised by parents and staff in the questionnaires and other communications received by the ETI were discussed with the principal and representatives of the governors.

Key findings

- The school's vision is reflected in its agreed school motto '*Perstare et Praestare - Persevere and Excel*'. Governors articulate their and the staff's commitment to establishing and developing the school within its community and beyond.
- Building on a baseline action plan for 2016/2017, the overarching school development action plan for the current academic year is focused appropriately on developing the quality of communication and key dialogues within the school community for improvements in learning, behaviour and outcomes. There is ongoing development of a consistent use of academic and pastoral data to inform these dialogues, coupled with ongoing appropriate review and refinement of the developmental priorities of associated action plans.
- In discussions with inspectors, the years 8 and 9 pupils reported that they are happy in school and enjoy their learning most when they are actively engaged and have opportunities to work in pairs and groups. The years 10 and 11 pupils spoke positively about the subjects they like best and reported that they enjoy the extensive range of extra-curricular activities. A number of the pupils expressed concern about how some teachers manage behaviour in the classroom.

Safeguarding

During the inspection, the school provided evidence that arrangements for safeguarding reflect broadly the guidance issued by the Department of Education. The school continues to prioritise its development and ratification of policies that guide the work of the school. The staff at all levels across the school need to monitor robustly the outworking of the school's pastoral policies and procedures, particularly in relation to behaviour management, to ensure greater consistency in the care and welfare afforded to the pupils. In discussions with the inspectors, the pupils reported that they feel safe in school. They know what to do and who to talk to if they are concerned about their safety or well-being. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

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, 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.

Health and safety

1. The school needs to review the security arrangements of the access to and within the school grounds at both sites.

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