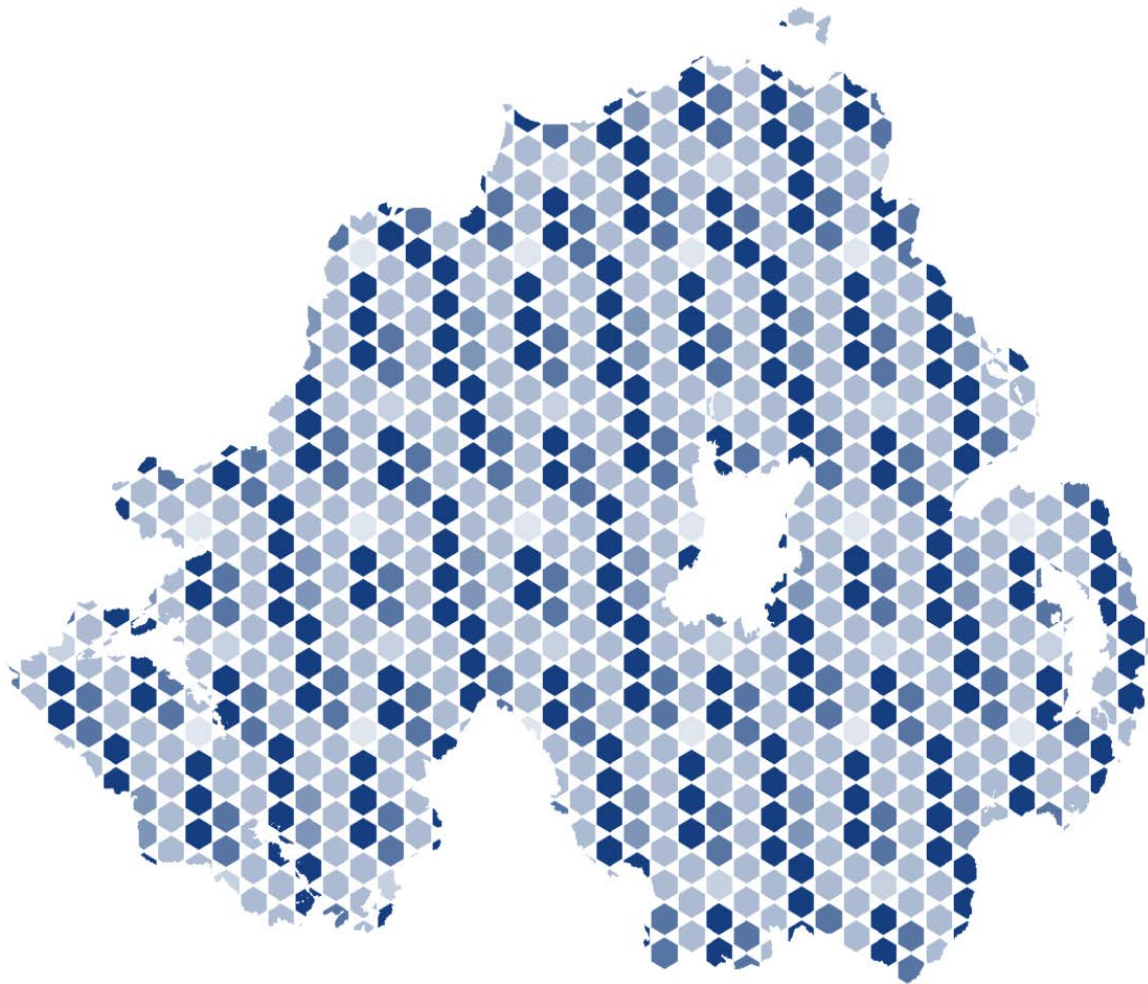


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Our Lady and Saint Patrick's
College, Knock, Belfast

Co-educational, voluntary grammar

Report of a Monitoring Inspection
(Involving Action Short of Strike)
in June 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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CUSTOMER
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Monitoring Inspection of Our Lady and Saint Patrick's College, Knock (442-0259)

Introduction

The aim of the Monitoring Inspection is to evaluate the extent to which the leadership and management uses self-evaluation effectively to inform the development planning process to bring about improvement. The outcome of the inspection will inform future inspection activity.

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 the majority 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 action to promote improvement and its impact on learning and teaching and outcomes for learners. The school also provided evidence of its provision for safeguarding as part of the inspection.

During the inspection, lines of enquiry were selected from the priorities identified in the school development plan; the school was asked to demonstrate how the actions taken have led to improvement for the pupils.

The two key lines of enquiry focused on the school's actions to:

- raise the levels of literacy across the school; and
- develop further primary school links to build on the work the pupils have done at key stage (KS) 2.

Key findings

- Literacy features prominently as a key priority in the college's school development plan, in particular the development and promotion of literacy skills across all subjects. Areas such as the pupils' written presentational skills and the promotion of oral and verbal communication skills have been targeted appropriately by the majority of departments. The senior leadership team, heads of departments and the literacy co-ordinator need to continue to monitor the implementation of the literacy initiatives to ensure they are promoted consistently across all subject areas and to evaluate their impact on the pupils' learning experiences and outcomes.
- The college has built on and consolidated purposefully its tradition of liaising with a number of primary schools with a view to improving further the transition arrangements for the pupils entering year 8. This enhanced focus on its interactions and working relationships with primary schools facilitates the transfer of information and KS2 performance data to better inform target setting, departmental planning and the early identification of underachievement or special educational needs. Through these closer links, the teachers have clearer expectations of what the pupils can achieve and can use the information to plan appropriately for the next stage of their education.

Safeguarding

During the inspection, the school provided evidence that satisfactory arrangements for safeguarding pupils are in place which reflect broadly the guidance issued by the relevant Departments. The pupils spoken to report that they feel safe in school and know what to do and whom to talk to if they are concerned about their safety or well-being. However, owing to 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 the teachers the ETI is unable to assure parents/carers, and the wider school community and stakeholders of the quality of education and safeguarding being provided for the pupils. This will be reflected in future inspection activity.

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