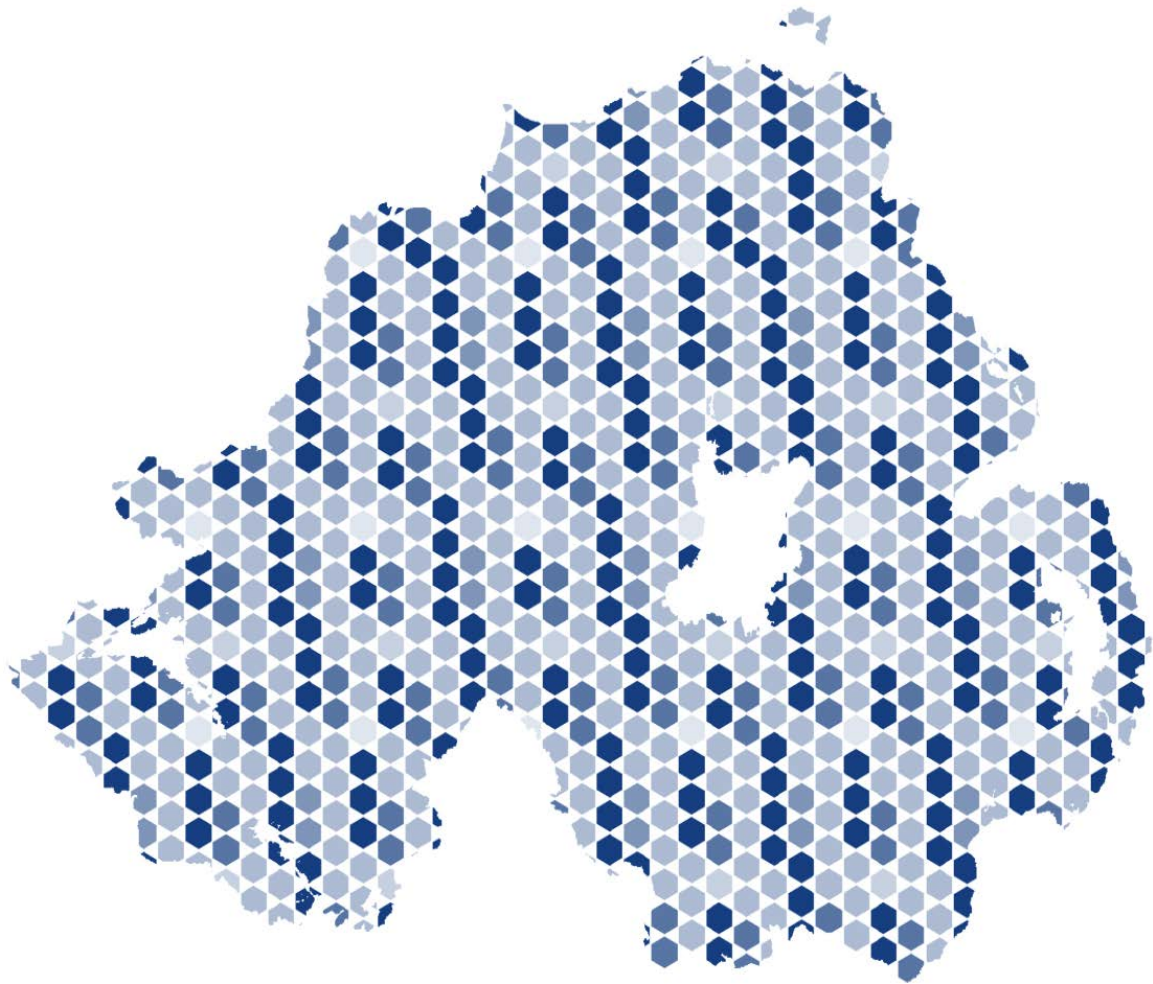


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Colmcille's High School,
Crossgar, County Down

Maintained co-educational, non-selective, 11-16 school

Report of an Inspection (Involving
Action Short of Strike) in
September 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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1. Context

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 none of the teachers, including the acting principal and senior leadership team, would be co-operating with the inspection. Representatives of the board of governors agreed to meet the inspectors to discuss the school's arrangements for safeguarding the pupils. 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.

2. Pupils', parents' and staff questionnaire responses

As a result of the action short of strike, the online questionnaire information was not distributed to pupils, parents and staff. Therefore, it is not possible to report on their views.

3. Focus of the inspection

In order to promote improvement in the interests of all pupils, the purpose of a post-primary inspection is 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.

The ETI was unable to evaluate:

- the quality of the provision and the overall outcomes for the pupils;
- the school's leadership and management, and its capacity to effect and sustain improvement in its provision and standards;
- the quality of provision in English and literacy and mathematics and numeracy; and
- the quality and impact of the provision for care, welfare and support of the pupils.

Where it has been possible to evaluate aspects of the foci, they have been reported in the body of the report.

4. Overall findings of the inspection

Overall Effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Quality of Provision	No performance level available
Leadership and management	No performance level available

5. Outcomes for learners

The ETI was unable to evaluate:

- the standards attained by the pupils in English and literacy and mathematics and numeracy;
- the progression in the pupils' learning; and
- the pupils' wider skills and dispositions.

6. Quality of Provision

The ETI was unable to evaluate:

- the impact of the curriculum;
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching and assessment in promoting successful learning;
- the quality or overall impact of the careers education, information, advice and guidance provision;
- the quality of provision in English and literacy and mathematics and numeracy across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

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 and the school budget, in order to assess the current and future needs of the pupils and the staff.

The ETI was unable to evaluate:

- the effectiveness and impact of the senior leadership of the school;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement.

8. Safeguarding

During the inspection, representatives of the school's board of governors provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance from the Department of Education. However, owing to the action short of strike, the ETI was unable to evaluate the outworking of the arrangements for safeguarding in the school, including through talking with the pupils. The review and updating of key supporting policies and procedures is timely, notably the school's anti-bullying and positive behaviour management policies.

9. Overall effectiveness

Owing to the impact of the action short of strike being taken by the teachers, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the pupils. The school is a high priority for future inspection with no further notice.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework publication, which is available at: <http://tinyurl.com/ISEF-Post-Primary>.

The arrangements for this inspection included meeting with representatives of the governors to discuss the school's arrangements for safeguarding the pupils.

Reporting terms used by the Education and Training Inspectorate

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 ETI uses the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management:

Outstanding
Very Good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI uses the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI uses the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI uses the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

Overall Effectiveness

The ETI uses one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.

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