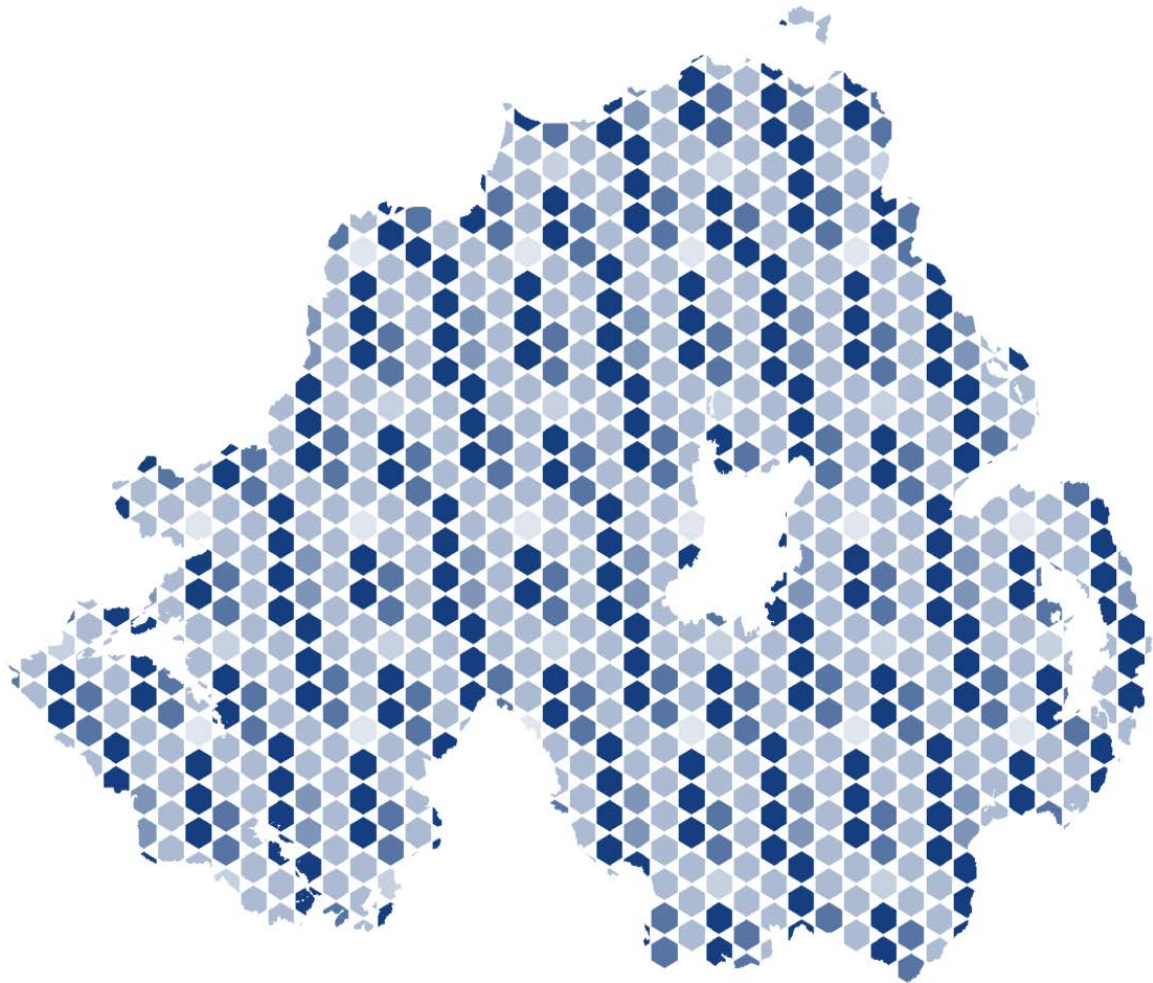


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Joseph's College, Enniskillen,
County Fermanagh

11-19, all-boys, maintained, non-selective school

Report of a Sustaining Improvement
Inspection (Involving Action Short of
Strike) in March 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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Sustaining Improvement Inspection of St Joseph's College, Enniskillen (223-0100)

Introduction

St. Joseph's College took part in the pilot of the sustaining improvement inspection (SII) in January 2015. In December 2015, a temporary principal took up post and since then there have been other significant changes at senior and middle leadership levels in the school. A further SII was conducted on 12 March 2018.

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 almost all of the teachers would not be co-operating with the inspectors. 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 SII was to evaluate the extent to which the school is capable of demonstrating its capacity to effect improvement through self-evaluation and effective school development planning. The school also provided evidence of provision for safeguarding as part of the inspection.

Two lines of inquiry were selected during the SII, namely the school's actions to:

- implement a more consistent approach to the development of literacy across the curriculum; and
- use information and communications technology (ICT) to enhance further pupil engagement and promote learning.

Owing to the action short of strike, the ETI was unable to evaluate fully the lines of inquiry.

Key findings

- The school has streamlined and developed further its systems for assessing and tracking, with the collation and analysis of a range of internal and external data to baseline and track the pupils' progress. The ETI was unable to see the outworking and impact of the school's identification of the need to develop further the pupils' literacy skills in order to effect continued improvement in the outcomes for all pupils across the school.
- The action plan for the development of literacy across the curriculum is focused on a more cohesive whole-school approach to literacy, with a clear baselining of how well the pupils read and write. However the actions to promote improvement need to be more focused on classroom practice and teaching strategies to address the individual literacy needs of the pupils. The younger pupils report very favourably on their varied experiences of reading programmes, literacy clubs and library sessions.

- The school has prioritised the use of ICT to enhance further pupil engagement and promote learning. The targets for the promotion of digital learning align with the school's current literacy priorities, including to improve the pupils' spelling and reading ages as well as increasing the pupils' engagement in their learning both in school and at home. The ETI was unable to see the outworking and impact of the agreed strategies which are planned for across all key stages to support pupils with additional learning needs while benefitting all learners. The older pupils with whom inspectors met report that they value the formative and collegial support promoted through the use of digital technology.

Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance issued by the Department of Education. In discussions with the inspectors, the pupils spoke positively about the caring and friendly relationships they have with one another and with the staff of the school. They reported that they feel safe and know what to do if they have any concerns about their safety or well-being. However, owing to the action short of strike, the ETI was unable to evaluate fully the arrangements for safeguarding in the school.

Conclusion

Owing to the impact of the action short of strike being taken by most of 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. This will be reflected in future inspection activity.

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's provision and the school budget, in order to address the current and future needs of the pupils and the staff.

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