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*The Education and Training Inspectorate -
Promoting Improvement*



Providing Inspection Services for
**Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



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Education and Training Inspectorate

Report of a Follow-up Inspection

**St Paul's College
Kilrea**

February 2007

FOLLOW UP TO THE INSPECTION OF ST PAUL'S COLLEGE, KILREA, COLERAINE, CO LONDONDERRY, BT51 5RU (323-0151)

The focused inspection in November 2005 highlighted among the strengths in the pastoral and education provision: the strong sense of community, the caring and supportive ethos, the excellent working relationships between the staff and the pupils, the quality of the teaching which was often good and, at times, excellent, the good standard of the results in the General Certificate of Secondary Education (GCSE) and the effective leadership of the Principal.

The inspection identified the need for improvement in the following key area:

- to disseminate the most effective learning and teaching which exists within and across departments.

In the interval since the inspection, the following actions which affect the work of the school, have taken place. The school has:-

- established a curriculum team;
- acquired additional resources in information and communications technology (ICT); and
- developed a computerised system for communicating and tracking the individual education plans (IEPs) of those pupils who require additional support in their learning.

The Education and Training Inspectorate (Inspectorate) carried out a follow-up inspection on 23 February 2007.

The following are the most important improvements since the focused inspection.

- The positive response of the staff to develop an ethos and climate for self-evaluation.
- The development of classroom observation and team-teaching as methods of sharing good practice and encouraging self-evaluation.
- The range of appropriate opportunities for pupils to undertake independent learning through, for example, effective group and paired work.
- The effective tracking of the progress of those pupils with IEPs to inform the teachers' planning.
- The effective use of ICT to support and enhance the pupils' learning.
- The clear leadership of the Principal in developing the confidence of the staff to reflect more on their practice.

As part of the follow-up inspection process, the school conducted its own evaluation of the progress in the area for improvement identified in the original inspection. The school submitted a self-evaluative report to the Inspectorate setting out its findings.

There were many significant strengths in the school's approach to self-evaluation. The quality of the report was good and provided clear evidence of the good progress made following the inspection. The processes used to gather the evidence were effective. The Inspectorate confirms that the findings and recommendations contained in the self-evaluative report are accurate and appropriate and are an effective response to the area for improvement identified in the original inspection report. The school development plan has been adjusted as appropriate.

The school has made good progress in addressing the key area for action. The parents and broader community can have confidence in the school's commitment to improvement, and the effectiveness of its response to the findings of the focused inspection.

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