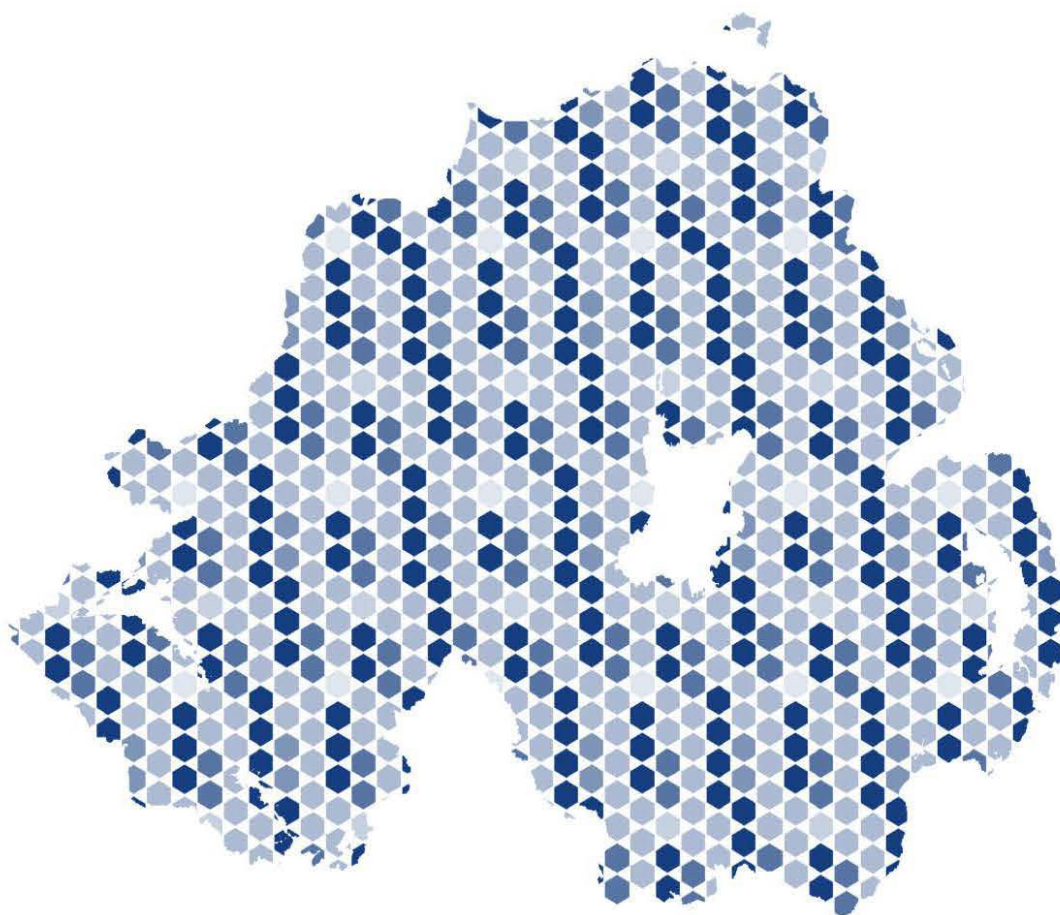


Education and Training Inspectorate

POST-PRIMARY INSPECTION



St Patrick's Grammar School, Armagh

Non-selective, boys' voluntary grammar school DE Ref No: 542-0268

Report of an Inspection (Involving Action Short of Strike) in
March 2020



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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1. Context

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute and also workload and other management issues. The industrial action 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 would be co-operating with the inspection (the previous inspection in [April 2017](#) was also impacted by action short of strike). The leadership co-operated with the inspection in relation to safeguarding responsibilities. The ETI has a statutory duty to monitor, inspect and report on the quality of education and professional practice among teachers 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 the views of parents and staff.

Where it has been possible to report on the views of pupils through discussions with inspectors, these views have been reported in the body of the report.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, the inspection linked internal and external approaches to:

- evaluate the quality of the provision and the outcomes for the learners;
- 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.

In addition to the focus on English/literacy and mathematics/numeracy, there was a supplementary subject focus on modern languages in this inspection.

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; mathematics and numeracy; and modern languages; 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 pupils who met with inspectors were friendly, mature and confident. They spoke about their opportunities to develop leadership and team-working skills through mentoring and the prefect system, community involvement, and fund-raising activities.

The ETI was unable to evaluate fully:

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

6. Quality of provision

The pupils who met with the inspectors expressed their appreciation for the support and guidance they receive from their teachers. They spoke positively about the range of extra-curricular activities on offer.

The ETI was unable to evaluate fully:

- 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 learning;

- the quality or overall impact of the careers education, information, advice and guidance provision;
- the quality of provision in English and literacy, mathematics and numeracy and modern languages across the school; and,
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

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, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance from the Department of Education. Owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school. The pupils who met with the inspectors reported that they feel safe in school and know what to do if they have any concerns about their safety or well-being.

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 is available on the ETI website.

The arrangements for this inspection included: meetings with leadership, including representatives from the governors and review of safeguarding documentation; and the opportunity for all pupils, parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number returned
Pupil	*
Parents	*
Teacher	*
Support staff	*

* As a result of the action short of strike, the online questionnaire information was not distributed to pupils, parents and staff.

GCSE Grading 2019

The Department of Education has indicated there are no plans to change school performance measures at A*-C with the introduction of the new C* grade. For GCSEs graded 9-1 this performance measure will be 9-4. For the ETI, data on performance in public examinations continues to be only one of the measures that contributes to the evaluation of outcomes for learners.

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 use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management (and the overall provision in a subject area or unit, as applicable):

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use 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 use 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 the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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