



*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**



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Standard Inspection

**St Fanchea's College
Enniskillen**

Inspected: October 2008

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1. INTRODUCTION

1.1 CONTEXT

St Fanchea's College is a non-selective school for girls aged eleven to 18, situated on a pleasant elevated site in the north-east area of Enniskillen. The school moved into its new building at Chanterhill in January 2006. There are currently 311 pupils enrolled, approximately 21% of whom are entitled to free school meals. The demographic decline in the County Fermanagh area generally has led not only to a smaller enrolment in the school but also a significant change in the ability profile of the pupils. Most of the year 8 intake achieved a grade D in the Transfer Procedure or opted out of the tests. The school has identified 25% of the pupils in years 8 to 12 as being in need of additional support with their learning.

1.2 THE VIEWS OF PARENTS, TEACHERS, SUPPORT STAFF, GOVERNORS AND PUPILS

The arrangements for the inspection included the opportunity for the parents, teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and groups of pupils from years 8, 12, 13 and 14. One hundred and four questionnaires were issued to the parents; 46% were returned to the Department of Education (DE) and 24 contained additional written comments. The responses from the questionnaires, and the comments from the parents, were highly affirmative of the work of the school. In particular, the parents highlighted the school's child-centred ethos, the dedication of the teachers, the work of the Principal and the high regard in which the school is held in the community.

Almost all of the teachers completed a confidential questionnaire, with nine providing additional written comments. The responses were almost entirely positive citing, in particular, the high quality of working relationships throughout the school, the support from the senior management team (SMT) and other colleagues for the work they do and the strong focus on the pupils' care and achievements.

The Education and Training Inspectorate (Inspectorate) has reported to the Principal, and representatives of the governors, the very few issues of concern emerging from the parents' and teachers' questionnaires.

The governors expressed their strong support for the Principal's leadership, the high commitment from all in the school to the pastoral care of the pupils, the work of SMT in developing links with other organisations and the pupils' good achievements.

Twenty-three support staff completed a confidential questionnaire, with five providing additional written comments. All affirmed very positively the work of the school.

In discussions, the pupils talked enthusiastically about the opportunities that are available to them and of the committed, caring and approachable teachers. They stated clearly that they know who to go to if they are concerned about their work, personal safety or well-being.

1.3 FOCUS

The inspection focused on learning, teaching, leadership and management at all levels across the school and, in addition, on the provision for mathematics, physical education (PE) and science. The school's provision for pastoral care and the arrangements for child protection were also evaluated, as was the school's general approach to promoting healthy eating and physical activity. As additional evidence for the inspection, inspectors observed classes in a range of other subjects. A summary of the main findings for the specialist subject areas under focus can be found in Appendix 1.

2. THE QUALITY OF THE PUPILS' WORK

2.1 ACHIEVEMENT AND STANDARDS

The pupils are highly motivated and work well together in an environment in which a particularly strong emphasis is placed on learning and achievement. All pupils are entered for five or more subjects at General Certificate of Secondary Education (GCSE) level. Over the last three years, the results obtained by the pupils in GCSE grades A*-C have been good. Overall the number of pupils receiving at least five grades A*-C including English and mathematics is well above the corresponding Northern Ireland (NI) averages for similar non-selective schools. In addition, 100% of the pupils received grade E or above in the subjects taken at post-16.

The school provides a range of subjects at GCSE level and offers two GCE Applied A Level subjects at post-16, double award health and social care and information technology. The number of subjects on offer at post-16 is, however, limited and the school needs to broaden the choice of options available to pupils at this level. The inspection findings endorse the attempts by the school to do this through increased collaboration with other providers within the Fermanagh Learning Community. More details of the examination results can be found in Appendix 3.

2.2 QUALITY OF LEARNING AND TEACHING

In the majority of the lessons observed during the inspection, the quality of the teaching was good or better; in a significant minority of the lessons it was very good or outstanding. In the most effective practice, the teachers shared the intended learning outcomes with the pupils, used a variety of teaching approaches including effective group work, made good use of ICT and encouraged the pupils to reflect on their learning through effective plenary sessions. Where the teaching was less effective, in a minority of lessons observed, there was insufficient challenge for the pupils and limited opportunities for the pupils to develop their understanding through effective oral work.

2.3 PASTORAL CARE

The quality of the arrangements for pastoral care in the school is outstanding. The many strengths include the supportive ethos and the atmosphere of mutual respect between staff and pupils evident throughout the school. High priority is given to the personal development and emotional well-being of the pupils and the innovative Pastoral Care Week highlights the

importance placed by the school on this aspect of its provision. The Assistant Principal with responsibility for pastoral care provides effective leadership and is supported well by a committed and caring school community.

2.4 CHILD PROTECTION

The school has very comprehensive arrangements in place for safeguarding pupils. These arrangements reflect the guidance issued by DE.

2.5 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives very good attention to promoting healthy eating and physical activity, for example the provision and promotion of healthy breaks and effective healthy eating policies, which encourage the pupils to adopt healthy lifestyles.

2.6 MANAGEMENT ARRANGEMENTS

The Principal has been in post officially since June 2008, although she had held the position in an acting capacity for 12 months prior to that. She is highly committed to the care, welfare and achievement of the pupils. This is evidenced through the comprehensive collection and analysis of quantitative data undertaken throughout the school for the purposes of target-setting and identifying further areas for development. The other members of the SMT are also relatively new to their roles. It will be important to build on the strengths that each member possesses, to ensure the SMT develops as an effective driver for further development and improvement.

The school's processes for development planning are very good. An appropriate range of priorities for development have been identified following wide consultation. Key whole-school developments are planned for using a team approach led by members of the SMT and focus on the curriculum, pastoral care and use of performance data. The school is complying fully with the requirements of the School Development Plans Regulations (Northern Ireland) 2005.

3. SUMMARY OF MAIN FINDINGS

The main strengths of the school include:

- the quality of the teaching, which was good or better in the majority of the lessons observed and very good or outstanding in a significant minority;
- the professionalism and dedication of the staff to the care, welfare and achievement of the pupils;
- the attitudes, behaviour and motivated responses of the pupils;
- the outstanding quality of the pastoral care provision;
- the good standards in public examinations at GCSE level; and

- the high commitment of the Principal to review and development in key areas in order to improve further the quality of learning and teaching and the experiences and achievements of the pupils.

4. **CONCLUSION**

In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the pupils; and has demonstrated its capacity for sustained self-improvement.

Mathematics

The main strengths of the mathematics department include:

- the very good working relationships between the teachers and the pupils in the lessons observed;
- the exemplary behaviour and the welcoming and courteous manner of the pupils;
- the very good standards achieved at the end of key stage 3 by most of the pupils;
- the effective use of the interactive whiteboard to enhance learning and teaching;
- the very good teaching in a significant minority of the lessons observed; and
- the hard work, dedication and vision of the head of department.

The areas for improvement include:

- the need to focus on improving the quality of the mathematics experienced by a significant minority of the pupils; and
- the need to improve further the standards achieved in GCSE mathematics.

Physical Education (PE)

The main strengths of the PE department include:

- the pupils' motivation and participation in lessons;
- the very good outcomes for the pupils in public examinations;
- the consistently good or better quality of the teaching observed;
- the involvement of the older pupils in cross-curricular initiatives and local and international leadership programmes; and
- the commitment of the head of department to developing a motivating programme of PE for the pupils.

The area for improvement is:

- to continue to review planning and refine the process of self-evaluation to focus on modifying approaches to learning and teaching.

Science

The main strengths of the science department include:

- the good leadership of the head of department;
- the comprehensive documentation, including the good quality departmental development plan;
- the excellent teaching seen in a majority of the lessons, characterised by the active involvement of the pupils, and their accurate written record of a wide range of practical and investigative work;
- the frequent and effective use of ICT;
- the good use of learning intentions by the teachers to structure lessons; and
- the satisfactory to very good standards attained in practical and theoretical work in the lessons observed with most of the pupils reaching very good standards.

The areas for improvement include:

- the need to agree the common experimental, investigative and other practical work to be completed by pupils in years 8 to 12; and
- the need to make clear to the pupils the success criteria associated with learning intentions, and to ensure the teachers and pupils use these effectively to evaluate the learning.

STATISTICAL INFORMATION

- 1.1 i. School: St Fanchea's College, Enniskillen v. Date of Inspection: W/C 14.10.08
 ii. School Reference Number: 223-0099 vi. Area of Study: Standard Inspection
 iii. Age Range: 11-18
 iv. Status: Roman Catholic Maintained

1.2 Intake/Enrolment

School Year	2004/05	2005/06	2006/07	2007/08	2008/09
Year 8 Intake	50	59	62	62	49
Total enrolment	347	332	319	310	311

1.3 Attendance

Year 2007/08	8	9	10	11	12	13	14	Average 2006/07	NI Average 2005/06
% Attendance	93.8	93.5	93.1	90	89.9	88.7	85.7	92	90

- 1.4 i. Total Number of Teachers:

21.2

- iii. Contact ratio (percentage of
-
- timetabled time in direct
-
- class contact):

0.69

- ii. PTR (Pupil/Teacher Ratio):

14.67

Year 2008/09	8	9	10	11	12	13	14	TOTAL
Enrolment: Girls	49	63	57	61	49	17	15	311
Enrolment: Total	49	63	57	61	49	17	15	311
PTR	16.741	15.928	14.411	13.853	12.556	16.118	14.97	

- 1.5
- Staying On Rate (2007/08)
- (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	18.2	NI Av Year 13	37.4
Year 14	13.9	NI Av Year 14	25.2

1.6 Leavers Destinations

2006/07	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	55		16	
Another School	67%	11.1	19%	2
Employment	2%	12.4	13%	19.5
Full-time Further Education	31%	37.2	19%	21
Full-time Higher Education	N/A	N/A	50%	42
Full-time Training	0%	30.1	0%	6.6
Seeking Employment/Unemployed	0%	4.1	0%	4.3
Unknown/Long Term Sick/Pregnant	0%	4.9	0%	4.6

1.7 NAME OF SCHOOL: St Fanchea's College, Enniskillen

SCHOOL YEAR: 2008/2009

GCSE	2006	2007	2008
Percentage of Year 12 taking GCSE in at least 5 subjects	94.2	96.88	97.96
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	59.42	65.63	55.1
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	86.96	93.75	83.67
GCE A2 Level or equivalent	2006	2007	2008
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	46	20	50
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	100	100	100

APPENDIX 3

Table showing the GCSE subject results over the previous three years ending in June 2008, in comparison with the respective Northern Ireland averages for non-selective schools.

	10 or more percentage points	Between 5 and 10 percentage points	Within 5 percentage points	Between 5 and 10 percentage points below	More than 10 percentage points below
GCSE A*–C	English French History Music Office Technology Religious Studies Science Single Award	Business Studies	Art & Design Double Award Science 1 st Subject Mathematics Polish Sport/PE Studies		Geography Home Economics - Child Development

Table showing the spread of the NI subject averages which have been used in the determination of Table 1.

Table 2

	100% - 96%	95% - 86%	85% - 76%	75% - 66%	65% - 0%
GCSE A-C	Polish		Art and Design Music	Double Award Science 1 st Subject Religious Studies	Business Studies English French Geography History Home Economics - Child Development Mathematics Office Technology Single Award Science Sport/PE Studies

Table showing 2007 to 2008 GCE A level summary

The school provided a range of vocational courses prior to 2007 and results included below are GCE Applied A level subjects only.

Year	2007	2008	Number of entries over the past 2 years		
SUBJECT	% A-E	% A-E	2007	2008	TOTAL
Double Award Health and Social Care	100%	100%	22	20	42
Double Award Information Technology	100%	100%	10	10	20

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