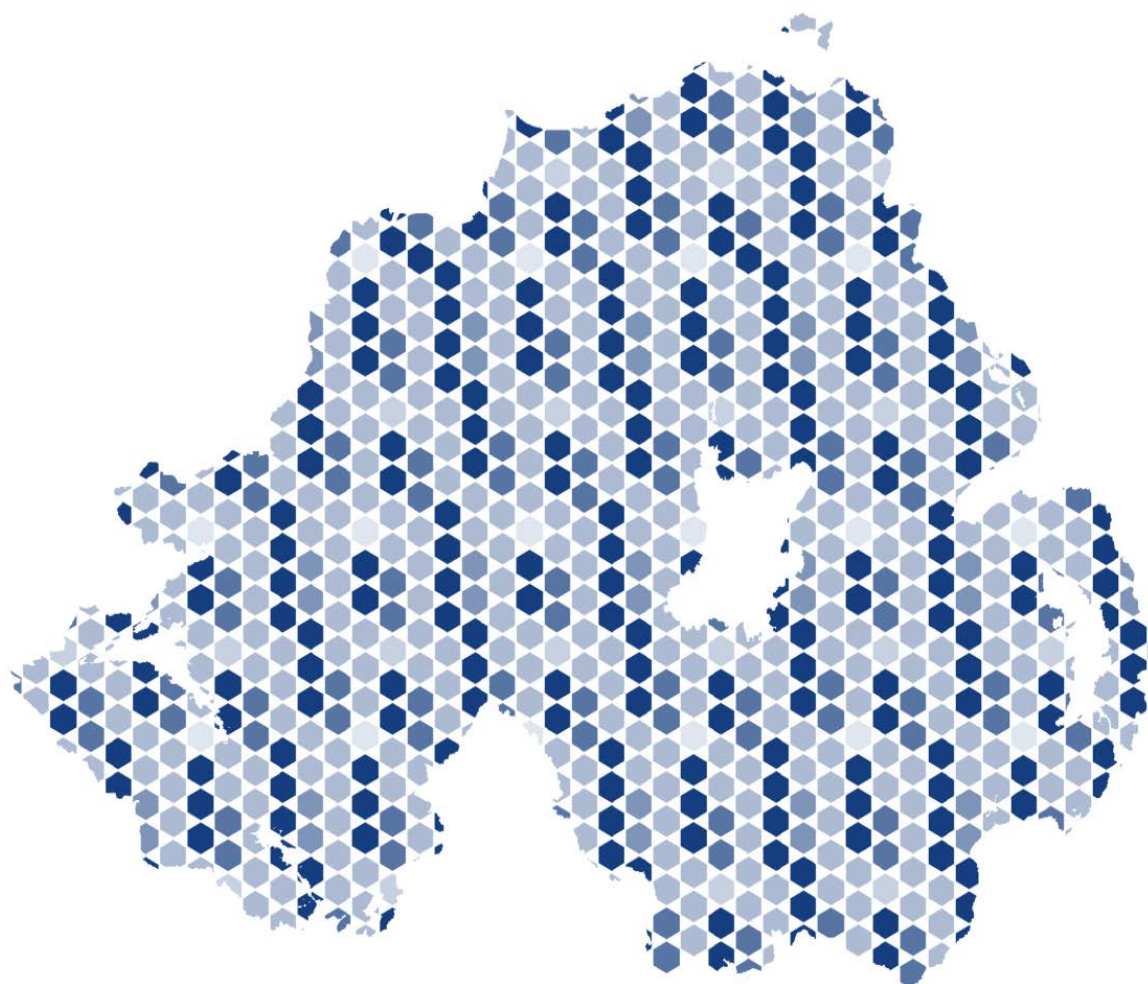


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

The Royal School Armagh,
County Armagh

11-18, co-educational, voluntary, selective school

Report of a Sustaining
Improvement Inspection
in May 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Sustaining Improvement Inspection of The Royal School Armagh (542-0263)

Introduction

The previous inspection in April 2014, evaluated the overall effectiveness of The Royal School Armagh as very good¹. A sustaining improvement inspection (SII) was conducted on 4 and 5 May 2017.

Focus of the inspection

The inspection focused on evaluating 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 its provision for safeguarding as part of the inspection.

The lines of inquiry during the SII were:

- to improve academic outcomes at GCSE, particularly with regard to reducing boys' under attainment through the application and review of robust stakeholder self-evaluative data analysis and the implementation of whole-school tailored pedagogic initiatives; and
- to embed and widen the use of pedagogic methodologies in Key Stages 3 and 4 using a new more robust lesson observation template.

Key findings

- The school has been diligent in its review and use of qualitative and quantitative data to identify, target and address under-attainment. There has been an appropriate commitment, to good effect, in establishing tailored pedagogic initiatives such as the setting targets and achieving results programme (STAR), to meet the needs of specific pupils. Such initiatives, often in combination with other strategies, are having a positive impact on the outcomes attained by the pupils. Since the last inspection, the outcomes attained by the pupils at GCSE and A level have improved. The percentage of pupils, for example, achieving seven or more GCSE qualifications or equivalents at grades A* to C, including English and mathematics has risen from 91% to 96%. The school has also been successful at raising the percentage of boys attaining seven or more GCSEs at grades A* to C.
- The school has prioritised appropriately developing pedagogic practice at key stages 3 and 4. Staff have worked, to good effect, to embed and widen the range of pedagogic methodologies used in the classroom. The impact of these methodologies is evident in the engagement and motivation of the pupils to learn and the outcomes they attain. Almost all of the lessons observed during the inspection were effective in promoting the pupils' learning; around two-thirds of them were very effective. Good attention is paid to monitoring and evaluating the quality and impact of learning and teaching. Appropriately, the lesson observation process developed in the school places a critical emphasis on deeper learning for pupils.

¹ From September 2015, the overall effectiveness of a school previously evaluated as outstanding or very good has been reported as a school demonstrating a high level of capacity for sustained improvement.

Safeguarding

During the inspection, the school provided evidence that arrangements for safeguarding continue to reflect² the guidance issued by the relevant Departments.

Conclusion

The Royal School Armagh continues to demonstrate a high level of capacity for sustained improvement in the interest of all the learners. The ETI will continue to monitor how the school sustains improvement.

² From January 2017, arrangements previously evaluated as comprehensive are reported as **reflect** the guidance.

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