

**SUPPLEMENTARY INFORMATION IN RESPONSE TO REQUEST FROM
THE CLERK TO THE COMMITTEE FOR EDUCATION (Ref:
PMcC/SMcG/952)**

1. To provide an update on a school which was placed in the Formal Intervention Process in May 2013.

Please find:

- (a) report of the school (which has been anonymised);
- (b) copy of pre-publication correspondence to the school;
- (c) response to pre-publication from the school;
- (d) online press coverage relating to the principal's criticism expressed on the school's website;
- (e) copy of a letter from the school principal to an ETI Managing Inspector;
- (f) copy of a letter from the CI to the principal of the school.

Please note that, beyond the many opportunities for communication with the Education and Training Inspectorate during the inspection, the following opportunities were provided:

- i. the pre-publication communication;
- ii. the offer of a meeting between the principal and governors of the school and ETI;
- iii. correspondence from the Chief Inspector, indicating that ETI had offered to treat the principal's letter as a formal complaint and that he had declined this offer.

POST-PRIMARY INSPECTION



Education and Training
Inspectorate

[REDACTED]
[REDACTED]
Voluntary, co-educational, 14-18, grammar school

Report of an Inspection
in March 2013



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

CUSTOMER
SERVICE
EXCELLENCE



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CONTEXT OF THE INSPECTION (METHOD)

The key questions and quality indicators which guide inspection and self-evaluation of post-primary schools, which were applied to this inspection, are available in the Inspectorate's publication *Together Towards Improvement: a process for self evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

Inspectors scrutinised documentation and the pupils' written work and held formal and informal discussions with pupils, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of pupils from years 12, 13 and 14; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Data on the questionnaire returns is shown in the table below.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	115	34	30	21
Teachers	38	26	68	8
Support Staff	25	12	48	0

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 Education and Training Inspectorate (Inspectorate) use the following performance levels (grades) in reports:

Performance Level	Descriptor
Outstanding	Outstanding characterised by excellence
Very Good	Consistently good; major strengths
Good	Important strengths in most of the provision. Areas for improvement which the school has the capacity to address
Satisfactory	Overall sound/satisfactory but with areas for improvement in important areas which need to be addressed
Inadequate	A few strengths; significant areas for improvement which require prompt action
Unsatisfactory	Poor; major shortcomings which require urgent action

1. INTRODUCTION

1.1 CONTEXT OF THE SCHOOL

[redacted] draws its pupils from the town and wider area within the Craigavon system of junior and senior high schools. Most of the pupils transfer at the beginning of key stage (KS) 4 from two local, maintained non-selective schools. The enrolment has remained steady over the last three years, with a slight increase in the past two years. The school has been part of the review of the post-primary provision in [redacted] undertaken by the Northern Ireland Commission for Catholic Education. The delay in the decision emerging from this review has brought significant uncertainty about the future development of the school. In January 2013, the Minister of Education announced funding for the amalgamation of [redacted] with the two maintained non-selective schools.

[redacted]	2009/10	2010/11	2011/12	2012/13
Year 12 Intake	146	144	149	144
Enrolment	567	566	573	570
% Attendance (NI Average)	95 (95)	94 (95)	96 (95)	-
FSME Percentage ¹	8.11	9.01	10.82	12
No. of pupils on the SEN register	22	24	23	20
No. of pupils with statements of educational needs	*	*	*	*
No. of newcomers	*	*	*	*
Intake				
% of Y10 pupils with L6 and above English	59	67	61	42
% of Y10 pupils with L6 and above mathematics	57	57	58	49

* fewer than 5

1.2 FOCUS AND SCOPE OF THE INSPECTION

The inspection focused on achievements and standards, learning and teaching, curriculum provision and on leadership and management across the school as a whole.

Specialist inspectors paid particular attention to English, mathematics and science provision, and provided detailed oral feedback to the teachers in these areas; a summary of the findings is reported in Appendix 2.

The inspection also focused on: the provision for pastoral care and the arrangements for child protection and safeguarding; the provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life; the provision for careers education, information, advice and guidance (CEIAG); and the progress towards meeting the requirements of the Entitlement Framework.

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

1.3 OVERALL FINDINGS OF THE INSPECTION

Overall Performance Level	Inadequate
Achievements and Standards	Inadequate
Provision for Learning	Satisfactory
Leadership and Management	Inadequate

2. ACHIEVEMENTS AND STANDARDS

2.1 The overall standards achieved by the pupils are inadequate².

KEY FINDINGS

The pupils are well motivated to learn and, in two-thirds of the lessons observed, work effectively in pairs and groups. They have good personal and social skills, including a range of organisational strategies to help them overcome barriers to their learning. A significant minority of the pupils need to learn to speak more clearly and audibly in class and develop more effective presentation skills; the teachers need to model good practice.

Data on Year 12 (Key Stage 4) performance

GCSE and GCSE equivalent subjects	2010	2011	2012
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects	93.1	86.81	83.89
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>In line with average</i>	<i>Below average</i>	<i>Well below average</i>
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and GCSE Mathematics	93.1	86.81	76.51
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>In line with average</i>	<i>Below average</i>	<i>Well below average</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	99.31	92.36	97.32
Percentage of FSM entitled school leavers achieving 5 or more GCSEs Grades A*-C or equivalent (including GCSE English and GCSE Mathematics)	85.71	84.21	94.44

Source: Data as held and verified by the school, with DE benchmarks³

The overall levels of attainment at GCSE level are too low; twelve GCSE subjects at grades A*-B, including English, mathematics and all of the science subjects, are more than 10% points below the NI average. Furthermore, the percentage of pupils attaining seven or more GCSE qualifications grades A*-C, including English and mathematics has declined significantly. This decline is due to the underperformance of a significant minority of subjects that are well below the Northern Ireland (NI) average at A*-C. In contrast, over the past three years, almost all of the pupils achieved grades A*-C in both English and mathematics.

² For additional performance data in public examinations, including in applied subjects, see Appendix 1

³ DE Circular 2011/03: 'School Development Planning and Target-Setting'.

In order to raise the overall GCSE standards, there is an urgent need to address the lack of effective curricular links with the local schools to ensure better progression in the pupils' learning from KS3. Collectively these schools need to agree reasons for the drop in recent years in the proportion of pupils attaining level 6 or above in English and mathematics at KS3 on entry to [REDACTED] and actions to improve the current downward trend.

Data on Year 14 (A2) performance

GCE A Level or equivalent	2010	2011	2012
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	98.5	99	97.7
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	66.91	58.4	62.32
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>Well below average</i>	<i>Significantly below average</i>	<i>Well below average</i>

Overall, the percentage of year 14 pupils obtaining grades C or above in at least three GCE A levels is not high enough. At GCE A level, the pupils attain very good standards in English Literature and good standards in mathematics; with a significant uptake in these subjects over the past three years. The pupils also attain well in the applied subjects on offer. However, significant variation in performance between subjects is evidenced through a majority of the individual subjects, at grades A* to C being below the NI average with only a significant minority being above, or in line with, the three-year average. In 2011, just 59% of pupils in year 14 progressed into higher education in comparison with an average of 80%; 23% of pupils progressed into further education.

The school's analysis of data indicates that the pupils who require additional support make good progress and achieve well in external examinations. The school identifies appropriately a number of pupils who are underachieving and has put in place literacy and numeracy support sessions; however, the actions are not sufficiently targeted at the pupils' individual needs to be effective.

3. PROVISION FOR LEARNING

3.1 The quality of the provision for learning is satisfactory.

KEY FINDINGS

The quality of the provision in English and mathematics is good and in science, it is inadequate⁴.

While the quality of the planning, learning and teaching is effective in English and mathematics, across the school it is inconsistent and, in a significant minority of the subjects, the planning is inadequate. The pupils' needs are not met adequately due to considerable variation in the teachers' understanding and skilful deployment of differentiated learning strategies. Similarly, there are inconsistencies in the teachers' understanding and use of assessment for learning strategies to provide constructive feedback to the pupils on how to improve their work.

⁴ For detailed findings of the provision in English, mathematics and science see Appendix 2.

The quality of the learning and teaching observed during the inspection ranged from very good to inadequate. In two-thirds of the lessons observed it was good or better; a significant minority of these lessons were in English and mathematics. The less effective practice, in one-third of the lessons observed, was characterised by whole-class teaching, closed questions and low-level activities. In these lessons, the pupils were passive in their learning, their oral responses were limited and they did not attain good standards. In the best practice, the teachers built on the pupils' prior learning; used well-directed questioning to probe and challenge their thinking; and developed their independence through carefully-planned activities which enabled them to apply their learning in real and relevant contexts. Furthermore, these teachers provided opportunities for the pupils to consolidate their knowledge, understanding and skills through effective plenary sessions.

3.1.2 The quality of the care, guidance and support of pupils is good.

KEY FINDINGS

The quality of the pastoral care is good.

The pupils are friendly, courteous and confident; their behaviour is very good and they give a high level of support to charitable causes. The older pupils are responsible and display leadership in their various roles as peer mentors and members of the school council. The good range of extra-curricular activities are appreciated by the pupils as an opportunity to develop their talents, as well as raising their confidence and self-esteem. There is effective leadership of the pastoral provision and the school has developed an appropriate mentoring programme to help targeted pupils overcome barriers to their learning. The senior leadership team (SLT) now needs to link the pastoral provision in a more coherent and strategic way to learning and teaching, in order to raise the standards attained by the pupils.

In discussions, the pupils talked positively about their experiences in the school, highlighting the good rapport they have with their supportive teachers. They indicated that they feel safe in the school and know to whom they can turn if they have any concerns regarding their work, safety or well-being.

The majority of the parents who completed the confidential questionnaire indicated their satisfaction with the work of the school. ETI reported to the Principal and representatives of the governors the written concerns identified by one-half of the parents who responded to the questionnaire; these included issues about the choice of subjects and communication. Where appropriate, these have been commented on in the report.

The school gives good attention to healthy eating and physical activity through, for example, the health promotion team, and the good range of physical activities offered through the extra-curricular programme which encourage the pupils to adopt healthy lifestyles.

The overall quality of the provision for pupils with special educational needs is good.

The pupils who require additional support with aspects of their learning are identified at an early stage through the appropriate exchange of relevant information from their previous school. In almost all classes, the pupils are motivated and work confidently alongside their peers. These pupils benefit from helpful intervention sessions to meet their learning and pastoral needs. There are appropriate individual education plans to help the teachers plan for targeted support for these pupils; the teachers now need to take greater cognisance of the identified needs in their planning and teaching.

The quality of the provision for careers education, information, advice and guidance is good.

The CEIAG programme focuses appropriately on developing the knowledge, understanding and skills which the pupils need to inform their personal career planning. The pupils use up-to-date information to assist them in their decision making and have a good understanding of the range of the available education, training and employment options. Well-planned careers events and a short period of work experience in year 13 contribute effectively to the pupils' understanding of the world of work. The embedding of CEIAG across all subjects requires further development. While the CEIAG accommodation and learning resources are adequate, the pupils have limited access to ICT facilities in the careers suite.

3.1.3 The curricular provision for the pupils is satisfactory.

KEY FINDINGS

The school is meeting the requirements of the Entitlement Framework and, in collaboration with other schools in the Craigavon Area Learning Community, provides the pupils with a wide choice of subjects at both KS4 and post 16, including opportunities to experience shared learning with pupils from differing backgrounds. It is appropriate that the school has extended the range of applied subjects to meet the different needs of the pupils, however, the curriculum at KS4 does not build sufficiently on the pupils' prior learning experiences.

Strategies to evaluate the effect of the continuing curriculum development on the learning experiences provided and the standards achieved by the pupils are underdeveloped.

4. LEADERSHIP AND MANAGEMENT

4.1 The overall quality of the strategic leadership and management to raise standards attained by the pupils is inadequate.

KEY FINDINGS

The lack of clarity in the strategic future of the school has impacted negatively on the development of a clear and shared vision by the SLT. Consequently, this detracts from the clarity of communication with staff, parents and governors.

The school development planning process is not underpinned by a clear baseline from which to set precise and measurable targets and appropriate actions for improvement. The school development plan does not meet the requirements of the School Development Plan Regulations (NI) 2010. Significant development work is required to review all of the working practices of the SLT to ensure that there is a coherent focus on improving the quality of the learning and teaching to meet the increasingly diverse needs of the pupils and to raise the standards they attain.

There are examples of effective middle management across the school, including pastoral care and child protection, the collation of data, the progress towards meeting the Entitlement Framework, special educational needs, CEIAG and the English and mathematics departments. There is, however, insufficient development of the strategic role of middle managers to raise standards consistently across all subjects.

The governors who met with the inspection team are highly supportive of the school. However, scrutiny of the school's documentation indicates that, the governors are not informed sufficiently about the standards attained by the pupils and the school development planning process to enable them to perform an effective challenge function. In planning for the proposed amalgamation, and as a matter of urgency, the governors need to work closely with the employing authority of the other two schools to manage effectively the amalgamation process and secure good quality provision for all pupils both during and after the transition process.

On the basis of the evidence available at the time of inspection, the school has comprehensive arrangements in place for safeguarding children which reflect the guidance issued by the Department of Education.

5. CONCLUSION

5.1 In almost all the areas inspected, the quality of education provided by the school is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in standards, learning and teaching and leadership and management, which need to be addressed urgently if the school is to meet effectively the needs of all of the pupils.

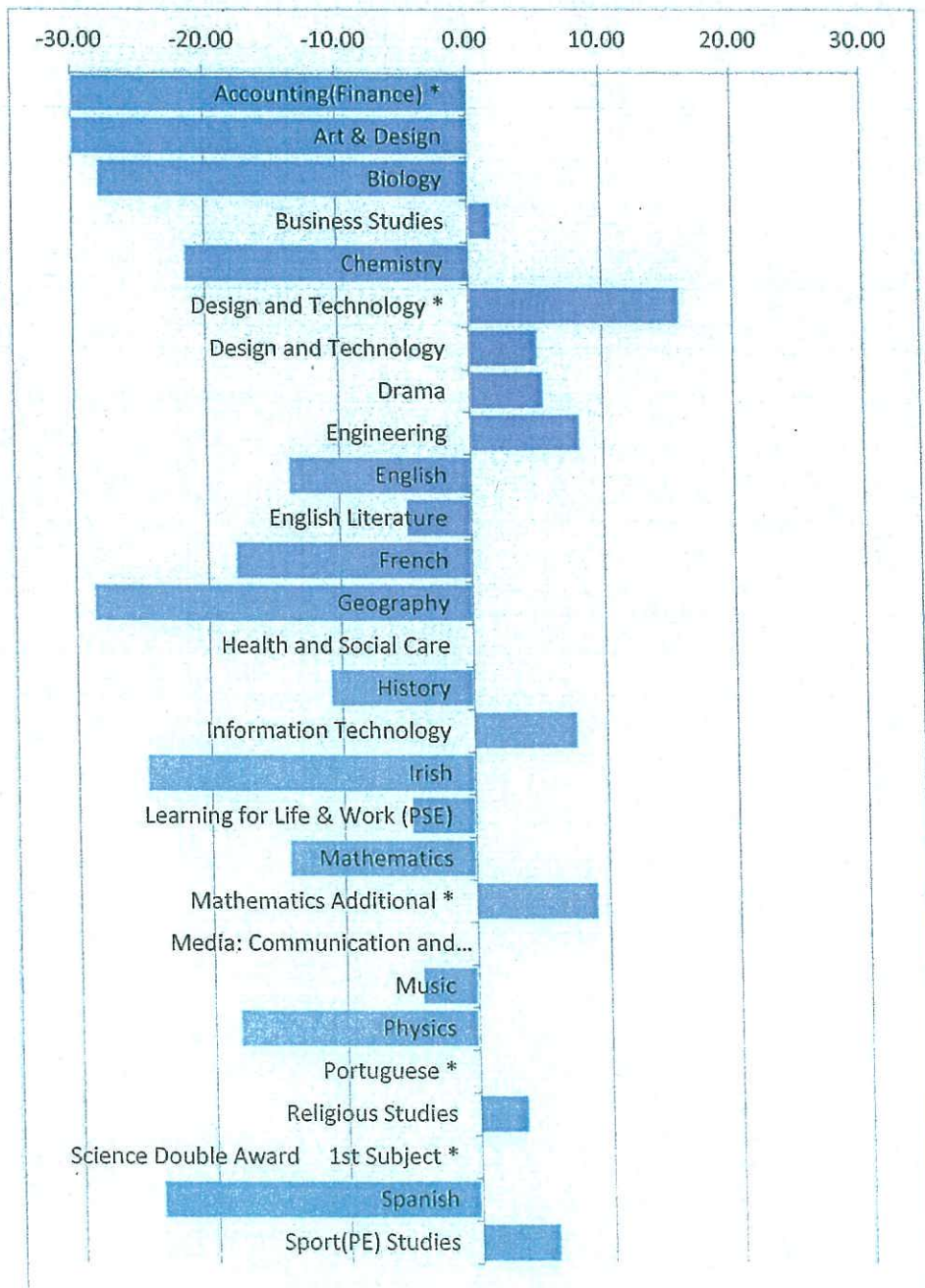
The ETI will monitor and report on the school's progress in addressing the areas for improvement; over a 12-18 month period.

The main areas for improvement include the need to:

- raise the overall inadequate standards at GCSE and A-level;
- improve the quality of the learning, teaching and curriculum in order to meet better the needs of all the pupils; and
- provide effective strategic leadership at all levels to raise standards through a rigorous school development planning process.

1.1 GCSE EXAMINATION RESULTS

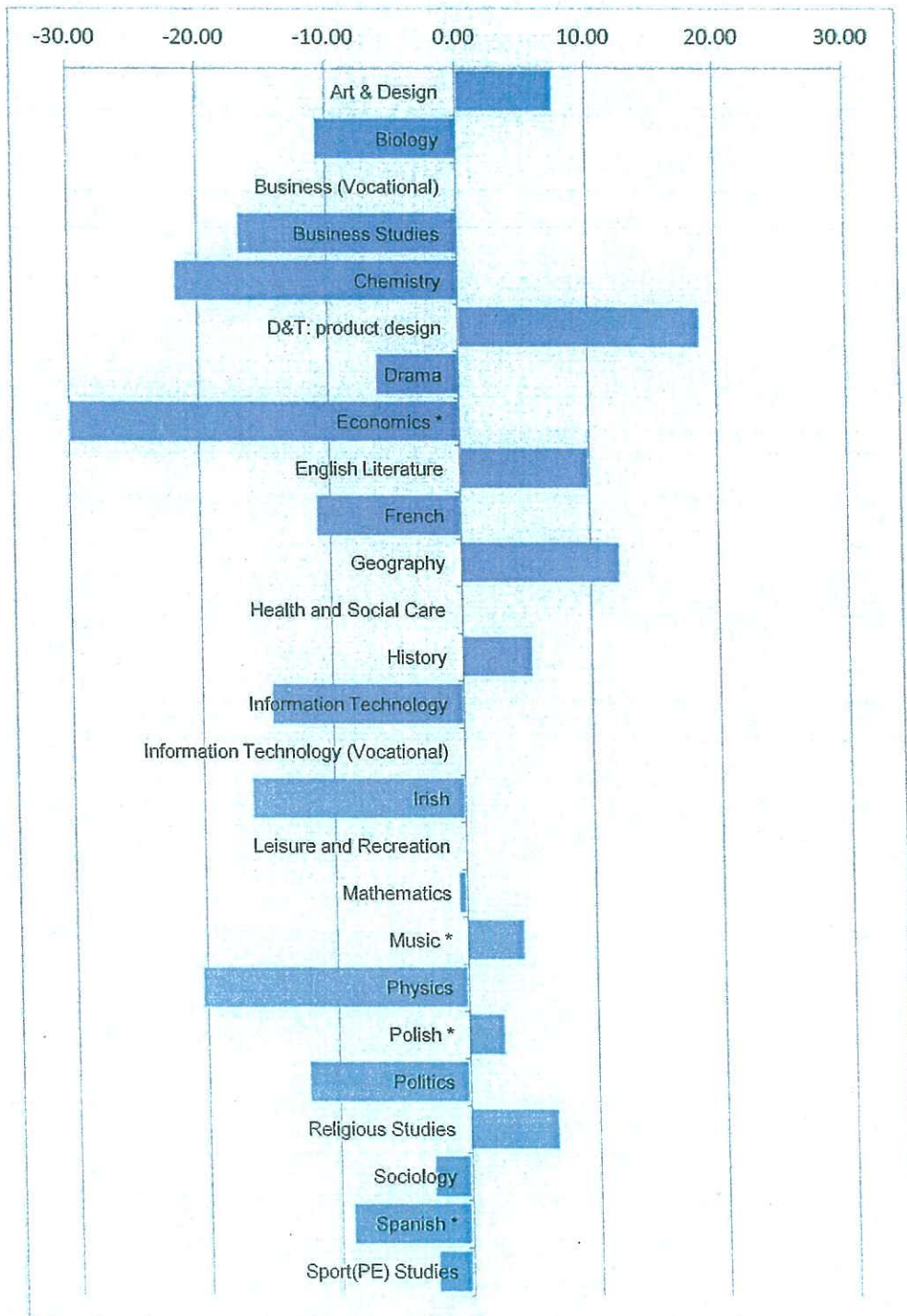
Comparison with the three-year NI average at grades A*- B



* total number of entries fewer than 30

1.2 GCE RESULTS

Comparison with the three-year NI average at grades A*- C



* total number of entries fewer than 30

OTHER EXAMINATION RESULTS: GCE APPLIED

GCE Subject	2009/10	2010/11	2011/12	Total Entry over 3 Years
	% A*-C	% A*-C	% A*-C	
Applied Business	100	81.25	87.5	92
Health and Social Care	100	100	100	93
Applied Information Technology	100	100	92.31	51
Leisure and Recreation	100	93.33	87.5	31

Leavers' Destinations 2010-11

	Year 12	NI %	Yr 13/14	NI%
Total Number of Leavers	17		132	
Another School	29%	32.5	1%	2.1
Employment	12%	2.4	10%	3.6
Full-time Further Education	47%	50.6	23%	10
Full-time Higher Education	N/A	N/A	59%	80.2
Full-time Training	0%	8.4	2%	0.8
Seeking Employment/Unemployed	0%	1.2	1%	1.3
Unknown/Long Term Sick/Pregnant	12%	4.8	5%	2

SUMMARY OF THE MAIN FINDINGS

English

The overall quality of the provision for English is **good**.

The strengths of the work include:

- the very good standards attained by the pupils in GCE A Level English Literature;
- the very good working relationships within the department and the collegial approach to the promotion of English in the school;
- the quality of the teaching observed which was good or very good;
- the range of learning and teaching activities to engage the pupils actively in their learning and to develop their level of thinking;
- the effective questioning which prompts articulate and confident responses from the pupils; and
- the effective leadership of the head of department including rigorous monitoring and evaluation of the provision.

The area for improvement is to:

- improve the standards in GCSE English, in particular at grades A*-B.

Mathematics

The overall quality of the provision for mathematics is **good**.

The strengths of the work include:

- the good standards achieved by the pupils in GCE A level mathematics;
- the motivated, confident pupils who enjoy learning mathematics and work well independently and in pairs;
- the quality of the teaching observed during the inspection, which was good or very good;
- the wide range of teaching strategies and learning activities which provide appropriate opportunities for the pupils to engage actively in their learning;
- the effective use of data to monitor progress and identify pupils who need additional support; and
- the effective leadership of mathematics and the commitment of the hard-working departmental team to improve the quality of the provision.

The area for improvement is to:

- improve overall standards in GCSE mathematics, in particular at grades A*-B, through building more effectively on the pupils' prior learning from KS3.

Science

The quality of the provision for science is **inadequate**.

The strengths of the work include:

- the good working relationships between the teachers and the pupils in all of the lessons observed;
- the willingness of the pupils to engage in learning and to work collaboratively;
- the effective use of practical activities to complement and consolidate the pupils' knowledge and understanding of scientific theory; and
- the good quality of the resources produced by the teachers to support the teaching, learning and assessment.

The areas for improvement include the need:

- to improve the inadequate standards achieved by the pupils in public examinations;
- for teachers to review planning and teaching to take greater cognisance of the needs, interests and abilities of the pupils and provide greater progression in the learning; and
- for senior leadership to put in place and oversee more effective arrangements for the strategic leadership, management and co-ordination of the science provision to bring about improvements in learning, teaching and pupil outcomes.

ACCOMMODATION

- There are significant shortcomings in the accommodation. The main building does not facilitate readily the flow of large numbers of students; the stairwells and corridors are narrow and restrictive.

HEALTH AND SAFETY

- The school has conducted a risk assessment identifying a wide range of health and safety issues as a result of the shortcomings in the accommodation. In particular, pupils have to cross busy traffic areas to access external classrooms and vehicle access to the premises at the start and end of the school day in areas of pedestrian traffic present health and safety concerns.

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Copies of this report are available on the ETI website: www.etini.gov.uk



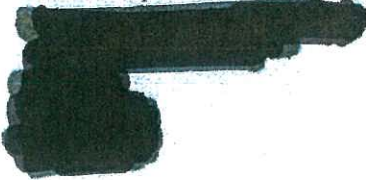


Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture Arts and Leisure



Department of Education
Rathgael House
43 Balloo Road
Rathgill
Bangor
BT19 7PR
Tel: 028 9127 9726
Fax: 028 9127 9721
email: inspectionservices@deni.gov.uk

The Principal



Our Ref:

25 April 2013

Dear Sir/Madam

INSPECTION REPORT:

I enclose a pre-publication copy of the report of the Inspection carried out by the Education and Training Inspectorate in your school. I should be grateful if you would detail any matters of factual inaccuracy in the report to which you wish to draw attention on the attached confirmation slip.

The Inspectorate will continue to be accountable for the report and for the judgements and findings it contains. This procedure is intended only to try to avoid factual inaccuracies in the published document. You are not being asked to comment on the findings of the report.

The report will issue as soon as possible after receipt of your comments. Until the report is published it should be treated in confidence in the school.

Please confirm whether or not you are content with the accuracy of the report by returning the attached confirmation slip, in the pre-paid envelope provided, no later than 1 May 2013.

Yours faithfully



Inspection Services Branch

Enc



Please tick one box.

- I wish to confirm there are no factual inaccuracies in the pre-publication draft of the inspection report on the above-named school.

- I wish to bring the factual inaccuracies detailed below to the attention of the relevant Reporting Inspector.

Signed: _____

Date: _____

Please return to Steven Graham, Inspection Services Branch, Department of Education, Rathgael House, 43 Balloo Road, BANGOR, BT19 7PR, no later than 1 May 2013.

[Redacted]

[Redacted]

Please tick one box.

I wish to confirm there are no factual inaccuracies in the pre-publication draft of the inspection report on the above-named school.

I wish to bring the factual inaccuracies detailed below to the attention of the relevant Reporting Inspector.

1. The percentage of Yr114 taking 3 A levels is as follows:
2010 - 98.5% , 2011 - 99% , 2012 - 97.7%

2. Page 7, para. 3: The comment relating to "the written concerns identified by one-half of the parents" is factually inaccurate, as written. It should be re-drafted to accurately reflect the actual number or the actual proportion of parents who complained.

4. Page 10, S.1: In almost all areas inadequate. In seven of the eight areas specified in section 1.2, focus and scope of the inspection, provision was deemed to be good or better.

Signed: [Redacted]

Date: 29-04-13

Please return to Steven Graham, Inspection Services Branch, Department of Education, Rathgael House, 43 Balloo Road, BANGOR, BT19 7PR, no later than 1 May 2013.

[REDACTED]

From: TheDetail.tv [mailto:email@thedetail.tv]

Sent: 14 May 2013 15:23

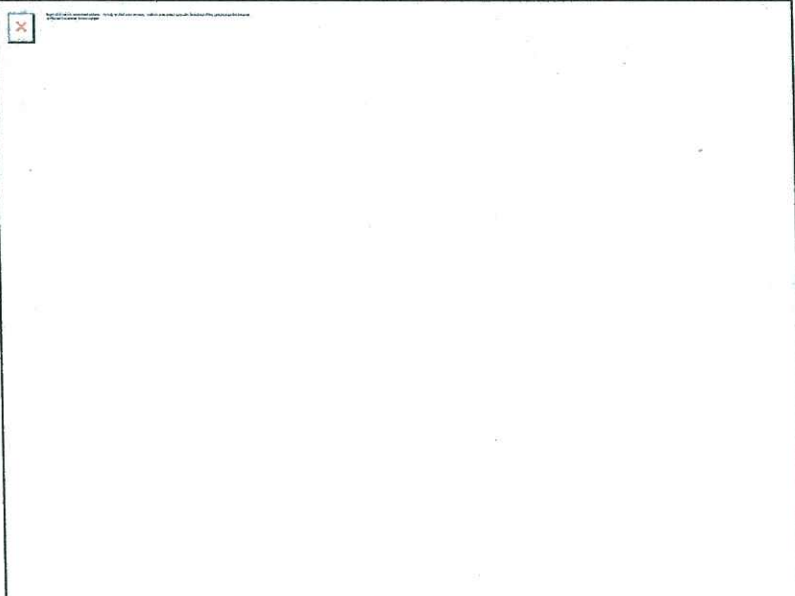
To: [REDACTED]

Subject: The Detail - Issue 205 - Grammar school principal rejects inspectors' "inadequate" rating

Investigations & Analysis - Northern Ireland



Issue 205 /
14 May 2013



UPDATED / 14 MAY

Grammar school principal rejects inspectors' "inadequate" rating

14 MAY 2013

BY KATHRYN TORNEY

A Co Armagh grammar school has rejected a highly critical inspection report which has resulted in the school being placed in formal intervention by the Department of Education.

[REDACTED]
[REDACTED] is only the second grammar in Northern Ireland to have formal intervention measures imposed on it by the department after the Education and Training Inspectorate (ETI) rated the school as “inadequate”.

In a hard-hitting statement, [REDACTED]

[REDACTED] has rejected the inspectors’ highly critical conclusions.

[More >](#)

Policing social media versus free speech

14 MAY 2013

BY NIALL MCCRACKEN

THE number of people convicted annually of crimes involving social media and other forms of public electronic communications in Northern Ireland has trebled since 2009, The Detail can reveal today.

We can also confirm that the Public Prosecution Service is currently drafting interim guidelines for dealing with cases involving social media.

It is understood that these will be issued for consultation “in the not too distant future”.



[Redacted]

[Redacted]

11th June 2013

Mr Raymond Caldwell
Managing Inspector
ETI, Department of Education
Rathgael House
43 Balloo Road
BANGOR
BT19 7PR

Dear Mr. Caldwell

Your offer of a meeting with Mr. John Anderson and Ms. Cheryl Stafford was discussed by the full Board of Governors at their scheduled meeting of Monday 10th June 2013. The Chairman and the Governors are uncertain as to the purpose of such a meeting and are equally unsure that such a meeting would bring about a positive outcome for [Redacted]. This is a position with which I, as Principal, concur. Your offer of a meeting is therefore respectfully declined.

The formal response of the Board of Governors to the Inspection Report will be emailed to the Department before the close of school today, the thirtieth working day since receipt of the report. It re-states the commitment made in my own response to put in place comprehensive and rigorous procedures to address the matters raised in the report. Our energy and our attention are focused on the future and on ensuring that our pupils and parents are left in doubt whatsoever that the faith and trust they place in us is justified.

In my own view, spending time reviewing past processes and procedures, the outcomes of which will not change, would simply be a distraction.

Yours sincerely

[Redacted Signature]

PRINCIPAL AND CORRESPONDENT TO THE BOARD OF GOVERNORS

[Redacted]



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

CHIEF INSPECTOR Noelle Buick

Department of Education Rathgael House 43 Balloo Road Rathgill Bangor BT19 7PR Tel: 028 9127 9359 Fax: 028 9127 9691 email: noelle.buick@deni.gov.uk



28 June 2013

Dear [redacted]

Following the publication of the recent inspection report on [redacted] a response which was highly critical of aspects of the inspection was published on the school website; a statement which attracted press coverage.

Following (rather than before) this public statement, the Reporting Inspector received a letter from you repeating the comments made.

We wrote to you indicating that we would treat your letter as a formal complaint. You replied that you did not wish to invoke the formal Education and Training Inspectorate's (ETI) Complaints Procedure.

Subsequently, the Managing Inspector for post-primary schools wrote to offer a face-to-face meeting with you and the chairman of your Board of Governors (governors) to discuss your complaints. You responded that the governors declined to meet with ETI.

However, in the interests of our own quality assurance processes we have completed an internal enquiry into the inspection of [redacted] and the evidence gathered to support the findings of the inspection.

We have not found any evidence which supports the complaints made. Furthermore, while you stated that there was an alleged lack of opportunity to provide additional evidence after the inspection, no new evidence of substance was contained in the public statement.

We confirm, therefore, that the inspection was conducted properly, the findings of the inspection of [redacted] are well-founded and we stand over them.

The inspection process focuses on improving provision. We wish the school every success in implementing the developments to address the areas for improvements in the provision for the pupils at [REDACTED]

Yours sincerely

Noelle Buick

NOELLE BUICK

2. To provide information on the area based inspection undertaken across West Belfast in 2009, now being taken forward by the West Belfast Partnership Board.

Please find attached the report as requested.

<http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-special-education/surveys-evaluations-special-education-2010/an-evaluation-of-the-quality-of-strategic-planning-learning-and-transition-arrangements-for-education-and-training-in-the-west-belfast-area.pdf>

Subsequent to the issue of the West Belfast area based inspection the ETI inspector who is the Area Board Co-ordinator for Belfast, Dr Shevlin, has maintained regular contact with the West Belfast Partnership Board which is taking the development work forward in co-operation with the BELB CASS service. There is clear evidence to indicate that, as a result of the inspection and the work being taken forward by the West Belfast Partnership Board, with the support and guidance provided by the members of ETI who work in the area, the standards achieved by the pupils as measured by GCSE outcomes, are improving.

In addition, we also submit a recent ETI report on the Full Service Extended Schools and Full Service Community Network which also evaluated area based provision, in this case in North Belfast

<http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-post-primary/surveys-evaluations-post-primary-2013/an-evaluation-of-full-service-extended-schools-and-full-service-community-network-2.pdf>

3. To provide information on recent case studies of schools where practical advice from the Education and Training Inspectorate following an inspection has led to school improvement.

Please find attached a summary of a case study of an inspection of a primary school which entered the Formal Intervention Process (Appendix 3(a)(i)). Included is a synopsis of the case the original inspection report (Appendix 3(a) (ii)), copies of the letters issued to the school after an interim follow-up visit (Appendix 3(a)(ii)) and the follow-up inspection (Appendix 3(a)(iv)). Also included is a copy of the follow-up inspection report (Appendix 3(a) (v)).

In addition, a copy of reports issued after the follow up work conducted in a post-primary school have been provided. (Appendix 3(b)-(iv). A summary letter of progress has also been provided (Appendix 3(b)(v).

Both of these case studies exemplify the work undertaken by inspectors post-inspection.

A CASE STUDY OF IMPROVEMENT IN A PRIMARY SCHOOL

Context of the school

The school is a small, rural primary school with 55 children and was originally inspected in October 2011. At the time of the inspection, the school had 4% of children who were entitled to free school meals and the school had identified approximately 13% of the children as requiring additional support with aspects of their learning. The children are taught in composite classes consisting of two or three-year groups, two of the classes include children at two different key stages. In addition to his leadership role, the principal has a teaching responsibility on four days each week.

At the time of the initial inspection, the overall descriptor awarded to the school was inadequate and the school entered the formal intervention process. A number of important areas for development were identified, including the need to:

- improve the quality of learning and teaching in years 4 to 7;
- raise the inadequate standards in literacy and numeracy attained by a significant minority of the children; and
- improve the inadequate curricular leadership across all areas of the curriculum.

Immediately after the inspection, the principal, the staff and the Board of Governors approached the inspection findings positively and showed willingness and determination to seek and accept support and commit fully to the process of school improvement.

The role of the Education and Training Inspectorate (ETI) in the follow-up process.

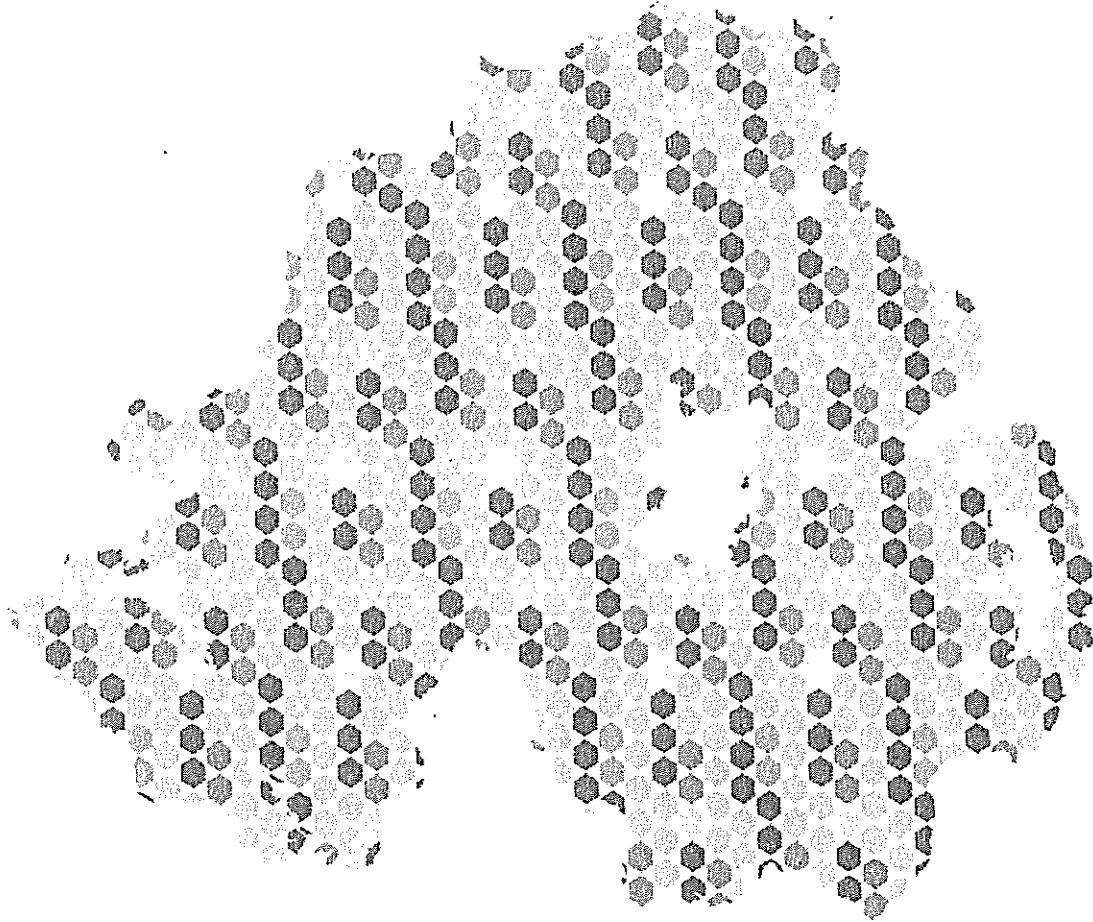
- The District Inspector undertook a pastoral visit one week after the inspection to offer encouragement and discuss the areas for improvement again in detail.
- The school provided detailed action plans to effect improvement across all aspects of the provision. The action plans were submitted to the District Inspector who was content that they addressed fully the areas for improvement.
- An interim follow-up inspection visit (IFUIV) was undertaken seven months after the original inspection.
- Two inspectors observed literacy and numeracy lessons across the school and gave feedback on the quality of teaching and learning observed.
- The inspectors held meetings with the principal, literacy co-ordinator, Chair and Vice-chair of the Board of Governors and the Curriculum and Advisory Support Service (CASS) link officer.

- The governors worked closely with the principal and the staff and have played a significant role in bringing about improvement since the inspection. They both support and challenge the principal and staff on key aspects of the work of the school.
- They scrutinised the documentation presented by the school which included folders of evidence associated with each area for improvement and provided feedback on the evidence provided.
- In an oral report back, the inspectors outlined the good progress made towards improving standards in literacy and numeracy, particularly for those children identified as underachievers. They also reported on the developing culture of self-evaluation underpinned by rigorous monitoring and evaluation of planning, learning and teaching, assessment and standards.
- A key member of staff was in hospital during the IFUIV and the District Inspector, at the invitation of the principal, undertook a further visit to meet with her and give her an opportunity to outline the improvement work she had led in numeracy.

At the follow-up inspection, the school was evaluated as very good and the school exited the formal intervention process.

- In 2012, all of the year 4 and year 7 children achieved the expected levels in English and in mathematics in statutory assessment; these outcomes are well above the average for Northern Ireland (NI) and for similar schools in the same free school meals category.
- As a result of the development work undertaken since the original inspection, there is now a high level of professional pride among the principal and the teachers. The children, staff, parents and governors report that the school is a much happier, learning focused environment since the original inspection and is now regarded highly by the community.

PRIMARY INSPECTION



Education and Training
Inspectorate

[REDACTED]

Report of an Inspection
in October 2011



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

CUSTOMER
SERVICE
EXCELLENCE



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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%

In assessing the various features of the provision, inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

- A. i. School: [REDACTED] iii. Date of Inspection: **W/B 10/10/11**
 ii. School Reference Number: [REDACTED] iv. Nature of Inspection: **Focused**

B.

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 1 Intake	10	9	5	4	9
Enrolments					
Primary	77	71	66	56	55
Reception	0	0	0	0	0
Nursery Unit	0	0	0	0	0
Special Unit	0	0	0	0	0
Irish Medium Unit	0	0	0	0	0

The enrolment for the current year is the figure on the day of notification of inspection. For previous years it is the figure in the annual return to the Department of Education.

The calculations at C and D should be based on the total of the primary and reception enrolments only.

- C. Average Attendance for the Previous School Year (expressed as a percentage): 96.4% **NI Avg Att: 94.7%**

Average Attendance for those children on the Special Educational Needs Register: 96.2%

Primary & Reception Nursery Unit Special Unit Irish Medium Unit

- D. i. Number of Teachers (including the principal and part-time teachers): 3.2 0 0 0
 (Full-time equivalent = 25 teaching hours)

ii. PTR (Pupil/Teacher Ratio): 17.18 NI PTR: 20.2

iii. Average Class Size: 18.30

iv. Class Size (Range): 18 to 19

18

- v. Ancillary Support:
 Number of Hours **Per Week**:
 i. Clerical support: 21
 ii. Foundation Stage Classroom Assistant Support: 20
 iii. Additional hours of other classroom assistant support: 12.5

vi. Percentage of children with statements of special educational needs: 2%

vii. Total percentage of children on the Special Needs Register: 12.7%

viii. Number of children who are **not** of statutory school age: 0

ix. Percentage of children entitled to free school meals: 5.4%

- x. Percentage of children at the end of Key Stage 2 for 2010/11 who attained level 4 and above in English and mathematics, and Irish (in Irish-medium schools):
English 70% Mathematics 60% Irish N/A

1. INTRODUCTION

1.1 CONTEXT

[REDACTED] is situated in a rural area approximately five miles south of [REDACTED]. The enrolment has declined steadily over the past five years and stands currently at 55. Almost all of the children come from the surrounding rural area, some of the children are now transported to the school by bus which is a development welcomed by the school. At the time of the inspection, around 4% of the children were entitled to free school meals. The school has identified approximately 13% of the children as requiring additional support with aspects of their learning, including 2% who have a statement of special educational needs. The children are taught in composite classes consisting of two or three year groups, two of the classes include children at two different key stages. In addition to his leadership role, the Principal has a teaching responsibility on four days each week.

1.2 FOCUS

The inspection focused on:

- the children's achievements and standards in literacy and numeracy;
- the quality of provision for learning; and
- the quality of leadership and management.

In addition, the use of information and communications technology (ICT) to support learning, and the school's arrangements for pastoral care, including child protection were evaluated.

1.3 THE VIEWS OF THE PARENTS, TEACHERS, GOVERNORS, SUPPORT STAFF AND CHILDREN

The arrangements for the inspection included the opportunity for the parents, the teachers and the support staff to complete confidential questionnaires prior to the inspection. Meetings were held with representatives from the Board of Governors (governors), and a group of children from year 6.

Thirty-seven questionnaires were issued to the parents; approximately 50% were returned to Inspection Services Branch: five contained additional written comments. Almost all of the responses indicated a high level of satisfaction with the school. In particular, the parents highlighted the improvements over the last year in communication between the school and home, the range of after-school activities provided and the recently established parents' support group. The teachers and support staff completed the on-line questionnaire. The staff returns were wholly positive in relation to all areas of school life. An analysis of the questionnaires and the comments made by the parents and the staff were shared with the Principal and the governors.

The recently reconstituted Board of Governors expressed their strong support for the school and outlined their aspirations for the future when they met with the inspection team. They discussed their concerns about aspects of the school provision and outlined a number of recent improvements. Their vision for the school includes their commitment to improving the quality of the leadership and management, learning and teaching and the standards achieved by the children through working closely with the Principal and the staff.

In discussions held with the year 6 children, they talked positively about aspects of school life, including the range of subjects available to them and the extra curricular programme of activities and visits provided last year. They reported that they would value: more opportunities to use ICT in lessons; more challenging and less repetitive homework; continued opportunities to participate in extra-curricular activities; and being asked for their views and opinions on school matters. They indicated that they feel safe and happy in school and were aware of what to do if they had any concerns.

1.4 PASTORAL CARE

The quality of the arrangements for pastoral care in the school is satisfactory. There is a family-centred ethos which supports the personal and social development of the children. The children are extremely welcoming, well-mannered and their behaviour was exemplary during the inspection. The several reward systems, including Student of the Week and Head Boy and Girl of the Month, are valued by the children. The Principal, parents and governors have worked hard over the last year to provide an extra-curricular programme of activities and educational visits to enrich the children's experience of school. The pastoral care co-ordinator has recognised the need to update a number of related policies and provide opportunities for the children to contribute to the decision-making process within the school.

1.5 CHILD PROTECTION

The school has satisfactory arrangements in place for safeguarding children. These arrangements reflect broadly the guidance issued by the Department of Education. The designated teacher needs to revise the child protection policy to reflect recent staffing changes and update the guidance for the children.

1.6 LINKS WITH PARENTS AND THE LOCAL COMMUNITY

There have been a number of significant improvements in the communication between the parents and the school within the last year. The recently formed parents' support group has worked hard, alongside the governors and the Principal, to raise the profile of the school in the local community and to provide funds for additional learning resources. The parents now receive a newsletter each term to inform them about recent and forthcoming events in the school.

2. ACHIEVEMENTS AND STANDARDS

2.1 LEARNING

The children are enthusiastic and respond particularly well to activities which challenge and extend their thinking and understanding. They support each other in their learning and respond positively to the staff and visitors.

An analysis of the key stage (KS) 2* assessment data indicates that in English and mathematics, over the past four years, the school's performance was well below the Northern Ireland (NI) average and the average for other primary schools within the same free school meals category.

* The key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

2.2 ENGLISH AND LITERACY

The overall provision for English and literacy is inadequate; by the end of KS2, the overall standards in English and literacy are too low.

The school has a literacy policy that was reviewed in June 2010 and adheres broadly to the Southern Education and Library Board (SELB) Language Framework. Further work is required to ensure that the literacy planning is specific to the school and is sufficiently broad, challenging and progressive to reflect the differentiated needs within the composite classes. Currently there is no literacy action plan to identify and address key priorities and targets in literacy across the school and to guide the teachers in their further development.

The majority of the children display good talking and listening skills. In the best practice, the teachers develop the children's language through effective questioning which encourages them to talk about their learning and to share their views in pairs, groups and through whole class discussion. Too often, opportunities are missed to promote the children's language and learning and to build on their responses and encourage extended dialogue. During the inspection the children who were not engaged appropriately by their teacher became distracted and did not complete their work to an acceptable standard.

In the Foundation Stage (FS) and KS1 the children learn to read using a structured programme which incorporates a range of methods and reading material that enable them to decode unfamiliar text and to read with increasing fluency. As the children progress in their reading in KS2 they are introduced to a range of novels. The children have access to a good range of books in both the class and school library. The children in years 4 and 7 reported that they enjoyed reading and most talked confidently about their favourite authors and books. The school's internal performance data indicates that by the end of KS2, a significant minority of the children are not reading at a level commensurate with their ability and the inspection findings confirm this.

In the FS and early KS1, the children are supported very well by the teacher and the classroom assistant to develop letter formation, to write words and to express ideas in simple sentences. By the end of KS1 a majority of the children can express their ideas appropriately in writing. In KS2, the children have opportunities to write poems and to produce extended pieces of writing based on their personal interests and experiences; however there are missed opportunities to develop and extend their writing across a range of genre. Currently there is no structure in place to assess the quality and standards of the children's writing across other curricular areas.

The literacy co-ordinator has been in post for three years and has begun to analyse the available data to improve the target setting process for the children by the end of KS1 and KS2. He does not have a clear overview of the planning for literacy across the key stages and does not currently monitor and evaluate the provision. With the recent significant investment in, and implementation of, a phonics programme across the school, it is essential that the co-ordinator tracks the impact of this initiative along with the other approaches used on the children's spelling, reading, writing and overall standards of literacy.

2.3 MATHEMATICS AND NUMERACY

The quality of the provision in mathematics and numeracy is inadequate; by the end of KS2, the overall standards in mathematics are too low.

There is a variation in the quality of teaching of mathematics. The lessons observed at the FS were evaluated as good or very good, whereas one-half of the mathematics learning and teaching observed at KS1 and KS2 was inadequate.

In the FS and early KS1, the children enjoyed the mathematics lessons, they were encouraged to think mathematically and share their understanding with their peers. The work was suitably differentiated and through a range of practical investigative activities, all of the children were developing their mathematical knowledge and understanding across number, shape and measures.

At the end of KS1, the lessons observed were over-directed by the teacher and there was too much emphasis placed on repetitive pencil and paper textbook exercises. In discussions with the year 4 children, they displayed a poor understanding of number, shape and measures, and most used a very limited range of mental mathematics strategies for basic addition and subtraction which resulted in incorrect answers.

Across KS2, there is an over-emphasis placed on mathematical concepts taught in isolation and consolidated through repetitive textbook exercises. The children have too few opportunities to engage in investigative and problem-solving work in order to develop their thinking skills and use mathematics in meaningful real-life contexts. The work in the children's books indicated that there is little differentiation resulting in all of the children across two year groups generally working on the same tasks and exercises. In discussions with the year 7 children, the more able responded well to questions on number facts, place value and measures; however, they were unable to estimate and think flexibly.

The Principal is currently acting co-ordinator for mathematics and numeracy. He has recognised the need to review urgently the long-term and short-term planning for mathematics and develop an effective framework for the systematic development of the children's mental mathematics skills. The inspection findings confirm that this, in conjunction with targeted staff development to build expertise and effective monitoring and evaluation, is an urgent area for development which needs to be reflected more directly in the School Development Plan (SDP).

3. THE QUALITY OF PROVISION FOR LEARNING

3.1 PLANNING

The planning for the children in years 1 to 3 across all areas of the curriculum is good and takes account of the stage of development and needs of the children. The recently appointed teacher of this composite class has worked extremely hard, to evaluate the children's learning and uses the information well to inform classroom practice. She has been well-supported in this by the experienced classroom assistant.

The overall planning for years 4 to 7 lacks breadth in the learning activities and resources. Too few opportunities have been identified for assessment and the planning does not promote sufficiently progression in the children's learning. It is important that the teachers who share the teaching of the year 6/7 class work together closely to plan for and evaluate the learning experiences.

Given the composite nature of all of the classes in the school, the teachers need to plan for the children based on their ability and not solely on their chronological age. The medium-term planning does not include clear differentiated learning outcomes which build on the children's prior learning nor provide opportunities for assessment

3.2 TEACHING

During the inspection, the quality of the teaching observed ranged from inadequate in almost one-third of lessons to very good in one-fifth; one-half of the teaching was good or better. In the best practice, the teachers had realistically high expectations of what the children could achieve, matched the work appropriately to challenge and support them and employed a range of strategies to maximise the children's oral contributions.

In the less effective practice the teaching focused on repetitive low level tasks or exercises which did not enable the children to access new learning. In these lessons there were too few opportunities to develop the children's language and thinking skills.

3.3 ASSESSMENT

The school uses a comprehensive range of standardised tests to assess the attainment of the children. The Principal and the assessment co-ordinator have recently collated the outcomes of the standardised assessment and end of key stage data. They acknowledge the need to make better use of the information, specifically, to set realistic targets for the children and to inform the planning and teaching throughout the school.

The teachers mark the children's work regularly and supportively. There are appropriate procedures and records in place for keeping the parents informed about their child's progress; this includes written reports and formal parent-teacher consultations. While the annual written reports provide the parents with a detailed and comprehensive evaluation of their children's progress and attainment.

3.4 SPECIAL EDUCATIONAL NEEDS

The quality of the provision for special educational needs (SEN) is satisfactory.

The small number of children who require additional support with their learning are identified at an early stage through a combination of the teachers' observations, diagnostic tests and the analysis of assessment data. The individual education plans (IEP) are written after consultation between the class teachers and the special educational needs co-ordinator (SENCO). The IEP targets are specific and are reviewed regularly. The parents are made aware of the targets.

The current provision for the children is through in-class support. An analysis of the IEPs demonstrates that the majority of the children make good progress in line with the IEP targets and on occasion the children make sufficient progress to be removed from the register.

A policy for SEN was written over the last year and is due to be approved by the governors. The policy does not reflect sufficiently the context of Foley Primary School and contains a number of inaccuracies which need to be rectified before ratification by the governors.

4. LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is inadequate.

4.1 LEADERSHIP

The Principal has been in post for 12 years and knows the children, their families and the community they come from very well. He has faced a number of complex issues over the last number of years including those related to staffing, illness and industrial relations, while

carrying out significant teaching responsibilities. Consequently, he has not provided the school with the strategic leadership required to attain and maintain high standards in all areas of the school's provision.

At the time of the inspection there were significant inaccuracies in the documentation presented by the school. All documents which inform and guide the work of the school need to be reviewed to ensure that they are current and reflect the specific context and needs of the school.

Some progress has been made, however, in a number of areas over the last year. The recently constituted governors are committed and professional in their approach. They have worked diligently with the Principal over the last year to improve communication with the parents, increase the range of extra-curricular activities provided for the children and to raise the profile of the school in the local community. They are exercising actively their challenge function with the Principal and have indicated their willingness to support him in addressing the areas for improvement identified in this inspection.

4.2 PLANNING FOR IMPROVEMENT

The School Development Plan (SDP) does not meet the requirements of the Department of Education School Development Planning Regulations/Schedule 2005/1. While the SDP contains a number of areas for development covering a two year period, there is insufficient focus on improving the quality of literacy and mathematics or any evaluation of the progress made in the priority areas from the previous plan. Currently there are two action plans associated with the SDP, these are not sufficiently specific, measurable or time bound to enable appropriate monitoring and measurement of improvement to be undertaken. Importantly the action plans need to include a sharper focus on strategies to improve learning, teaching, assessment, and the standards attained by all of the children. In addition, the views of the parents, the children, the governors and the staff need to be sought and incorporated when revising the SDP to take account of the findings of this inspection.

The process of self-evaluation leading to improvement has not yet been established in the school. The Principal and co-ordinators need further leadership and management training and well-focused external support to establish clear lines of accountability for the monitoring and evaluation of the work of the school in order to provide improvement and raise standards.

4.3 ACCOMMODATION

The school accommodation generously comprises six classrooms, a staffroom, two offices, a small teaching space for SEN, an assembly/dining hall and a library housed in a combination of permanent and temporary buildings. The outdoor learning environment is underdeveloped and has the potential to enhance the children's learning experiences and improve the exterior appearance of the school. The standard of caretaking and cleaning is excellent.

5. CONCLUSION

5.1 The strengths of the school include:

- the exemplary behaviour of the children and their enthusiasm to learn; and
- the very good work observed in the Foundation Stage and early Key Stage 1.

5.2 The areas for improvement include the need:

- to raise the inadequate standards in literacy and numeracy attained by a significant minority of the children;
- to improve the quality of learning and teaching in years 4 to 7; and
- for the Principal to improve the inadequate curricular leadership including the development of self-evaluation in order to effect necessary improvements across all areas of the curriculum.

In almost all of the areas inspected, the quality of education provided by this school is inadequate; the areas for improvement significantly outweigh the strengths in the provision. The inspection has identified major areas for improvement in standards, learning and teaching, and leadership and management which need to be addressed urgently if the school is to meet effectively the needs of all the children.

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

The Inspectorate will monitor and report on the school's progress in addressing the areas for improvement, over a 12 to 18 month period.

HEALTH AND SAFETY

- Access points for the children need to be secure at all times during the school day.

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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**



Education and Training Inspectorate

Report of an Interim Follow-up Visit



November 2012

[REDACTED]
Chairperson of the Board of Governors
[REDACTED]

December 2012

Dear [REDACTED]

The Education and Training Inspectorate (ETI) carried out a focused inspection of Foley Primary School in the week of 10 October 2011 and as a result the school entered the formal intervention process on 20 October 2011. The Department of Education (DE) indicated at that time that a follow-up inspection would take place and that an interim follow-up visit (IFUV) would monitor the progress being made in bringing about the necessary improvements.

The focused inspection highlighted strengths in the exemplary behaviour of the children and their enthusiasm to learn; and the very good work observed in the Foundation Stage and early Key Stage 1.

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

- raising the inadequate standards in literacy and numeracy attained by a significant minority of the children;
- improvement in the quality of learning and teaching in years 4 to 7; and
- improvement of the inadequate curricular leadership including the development of self-evaluation in order to effect necessary improvements across all areas of the curriculum.

The post-inspection action plan was received by DE in March 2012. The DE acknowledged the positive response that the school had made, and planned to make, regarding the areas for improvement identified in the report.

The IFUV was carried out by the ETI on 21 and 22 November 2012.

During this visit, the Principal reported to the ETI on the nature and extent of the support provided to the school by the Curriculum Advisory and Support Service of the Southern Education and Library Board in the interval since the original inspection. The Principal and co-ordinators reported that they were satisfied with the level of support for literacy, numeracy and leadership development in the interim period.

The ETI met with the Chairperson of the Board of Governors (governors) during the visit. He reported that the governors were satisfied with the level of support received in the interim period.

The IFUV indicates that the school is addressing the key issues for improvement identified in the original inspection report. This was reported to the Principal, the Chairperson of the Board of Governors and a representative of the Curriculum Advisory and Support Service of the Southern Education and Library Board at the end of the IFUV.

At the time of the IFUV, the following were identified as the most important improvements that had taken place since the original inspection:

- the significant improvements in the quality of both the pastoral and curricular leadership provided by the Principal and the co-ordinators;
- the improved standards in the children's literacy across the school;
- the high quality planning for learning and teaching in literacy and numeracy;
- the quality of the learning in the lessons taught by the permanent teachers of years 4 to 7 which was good or better; and
- the embedding of a culture of review, and development leading to improvement.

CONCLUSION

The IFUV confirms that the school is making good progress in addressing the key areas for improvement identified in the original inspection.

The ETI will continue to monitor the school's provision and a formal follow-up inspection will be conducted within the agreed timescales for the formal intervention process.

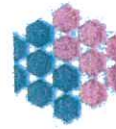
Yours faithfully


Inspection Services Branch

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Education

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Oideachais

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[REDACTED]
Principal
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

9 August 2013

Dear [REDACTED]

I have received a copy of the report of the follow-up inspection carried out in [REDACTED] Primary School by the Education and Training Inspectorate (ETI) in June 2013. I am pleased to note that the ETI has reported the quality of education provided by the school is now very good.

The report has highlighted the most important improvements made since the focused inspection in October 2011. On behalf of the Department of Education, I wish to commend you and all the school staff for the hard work and commitment which you have shown and which was necessary to effect these improvements.

I have written separately to [REDACTED] the chair of the school's Board of Governors, to inform him that the Department has decided that [REDACTED] Primary School has made sufficient improvement to enable it to exit the Formal Intervention Process. A copy of this letter has been forwarded to you.

I wish the whole school community every success as you build on the positive findings in the report and, with support from the SELB, continue to effect improvement in the school.

A copy of this letter has been sent to the chair of the school's Board of Governors and the SELB.

Yours sincerely

DAVID HUGHES (DR)

Director of Curriculum, Qualifications & Standards



*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



Education and Training Inspectorate

Report of a Follow-up Inspection

[REDACTED] Primary School
[REDACTED]

June 2013

FOLLOW-UP TO THE FOCUSED INSPECTION OF ██████████ PRIMARY SCHOOL

The Education and Training Inspectorate (ETI) carried out a focused inspection of ██████████ Primary School in the week of 10 October 2011 and as a result the school entered the formal intervention process on 20 October 2011. The Department of Education (DE) indicated at that time that a follow-up inspection would take place and that, in the interim, follow-up visits would evaluate the progress being made in bringing about the necessary improvements¹.

The Education and Training Inspectorate (ETI) carried out an interim follow-up visit (IFUV) in November 2012, and a follow-up inspection on 4 and 5 June 2013.

In the interval since the original inspection, the school has received excellent support from the Curriculum Advisory and Support Service (CASS) of the Southern Education and Library Board (SELB) in developing aspects of the school's provision for literacy, numeracy and leadership.

Since the original inspection there has been one change in the teaching staff.

The action plan produced by the school in response to the inspection findings was of a very good quality.

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

The Principal is now providing very good leadership supporting the staff pastorally and professionally since the inspection with an unwavering focus on improving the children's learning experiences and the standards that they attain. The Principal sets very high expectations for all aspects of the school's provision and has dealt effectively with sensitive staffing issues. All of the staff have contributed significantly to the improvement programme undertaken by the school in the interim period since the inspection and consequently they have developed their leadership skills significantly.

The school development planning process is based on a critical evaluation of key aspects of the school's provision and a robust analysis of performance data and the school development plan is now very good.

The co-ordinators are knowledgeable about their specialist areas and provide very effective guidance and curricular leadership to their colleagues.

The quality of the learning and teaching has improved since the original inspection and is now consistently very good. The learning and teaching observed in the sample of lessons visited during the follow-up inspection and interim visit demonstrated that the children attain very good standards in literacy and numeracy.

The teachers make very effective use of assessment data to identify and provide for the children who are under achieving, and those who are achieving at a low level.

The children are confident and articulate in discussing their work and make realistic evaluations of their learning. The standard of the children's written work across the school is very good. There is evidence that the literacy and numeracy booster group sessions are having a positive impact on the standards attained by the children.

¹ For further details, see the key strengths and areas for improvement reported originally in the Report of an Inspection of Foley Primary School in October 2011.

In 2012, all of the year 4 and year 7 children achieved the expected levels in English and in mathematics in statutory assessment; these outcomes are well above the average for Northern Ireland and for similar schools in the same free school meals category².

The governors work closely with the Principal and the staff and have played a significant role in bringing about improvement since the inspection. They have a clear understanding of their role and function, are well informed about leadership, standards, learning and teaching, and both support and challenge the Principal and staff on key aspects of the work of the school.

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 children and has demonstrated its capacity for sustained self-improvement.

It continues to be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.

² The key stage outcomes should be interpreted with caution for small primary schools as a large percentage change from year to year can often be attributed to a very small number of children.

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Appendix 1

eti

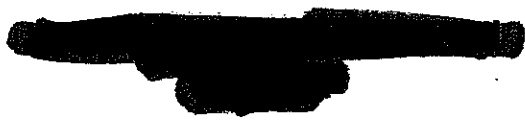
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Education and Training Inspectorate

Report of an Interim Follow-up Inspection



October 2010

[REDACTED]
Chairperson of the Board of Governors
[REDACTED]
[REDACTED]

November 2010

Dear [REDACTED]

The Education and Training Inspectorate (Inspectorate) carried out a standard inspection of [REDACTED] in the week of 4 October 2009 and as a result the school entered the formal intervention process on 20 October. The Department of Education indicated at that time that a follow-up inspection would take place and that, in the interim, follow-up inspection visits would monitor the progress being made in bringing about the necessary improvements.

An initial visit carried out by the Inspectorate on 16 March 2010 indicated that the school had prepared an appropriate action plan.

The first interim follow-up visit was carried out by the Inspectorate on 14 October 2010, the key findings of which are reported here.

In the interval since the original inspection the school has received support from the Curriculum Advisory and Support Service of the South-Eastern Education and Library Board and the Regional Training Unit in the following areas:

- leadership capacity development for senior management team (SMT) and middle managers;
- examination data analysis;
- reflective practice;
- curriculum mapping;
- English;
- science;
- technology and design; and
- support for other subject areas on request.

The following are the most important actions that have taken place since the original inspection:

- the broadening of the curriculum with the addition of courses provided through the Area Learning Community and within the school itself;
- the introduction of examination data analysis at individual teacher level;

- the whole school staff audit for School Development Planning;
- monitoring exercises, including book scoops and pupil shadowing;
- the revision of key stage 3 schemes in English, technology and science;
- staffing changes which include a new head of technology department, less reliance on non-specialist teachers in science and the employment of a part-time technology technician;
- increased time for SMT and Department meetings for planning and review, increased documentation of staff meetings and briefings, use of email; and
- the provision of skills development days and holiday, homework and breakfast clubs for the pupils.

As a result there have been improvements in the following areas:

- the General Certificate of Secondary Education results in 12 subjects in 2010, which are reported to be above the Northern Ireland average;
- the wider staff consultation which has better informed the school development planning process; and
- the sound start made to disseminating good practice across the school.

The interim follow-up visit confirms that the school is making satisfactory progress in addressing the key issues for improvement identified in the original inspection report¹.

The school needs to continue to effect improvement in the overall standards achieved and to continue to engage all of the staff in the school's improvement work.

In particular, the school needs to:

- demonstrate the impact of improvement measures, the staff changes and the increased breadth of curriculum offer in raising overall standards and, in particular, in those subjects under focus in the original inspection; and
- provide evidence of improvement through revised target-setting and the development and use of SMART targets.

The District Inspector will continue to monitor the school's provision and a formal follow-up inspection will be conducted within the agreed timescales for the formal intervention process.

Yours faithfully



Inspection Services Branch

¹ The purpose of an interim follow-up visit is to evaluate the appropriateness of the actions being taken by the school. At this stage, a school's progress is determined as being either satisfactory or unsatisfactory.

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Education and Training Inspectorate

Report of a Follow-up Inspection



October 2011

FOLLOW-UP TO THE STANDARD INSPECTION OF [REDACTED]

The Education and Training Inspectorate (ETI) carried out a standard inspection of [REDACTED] in the week of 4 October 2009 and as a result the school entered the formal intervention process on 20 October 2009. The Department of Education (DE) indicated at that time that a follow-up inspection would take place and that, in the interim, follow-up visits would evaluate the progress being made in bringing about the necessary improvements.

The standard inspection in October 2009 highlighted strengths in:

- the good quality of pastoral care and the arrangements for child protection;
- the courteous and well-behaved pupils; and
- the good standards in public examinations achieved in mathematics and art and design.

The areas for improvement identified were the need to:

- improve the overall standards achieved by the pupils, including the standards in public examinations;
- improve the quality of leadership at all levels throughout the school; and
- develop a rigorous school development planning process involving all the staff, which focused strongly on effective learning and teaching and incorporates a robust process of self-evaluation and review.

The quality of education provided in English, in science and in technology and design was evaluated as inadequate.

An initial visit was carried out by ETI on 16 March 2010 shortly after an acceptable action plan was submitted by the school.

An interim follow-up visit was carried out by ETI on 14 October 2010 and confirmed that the school was making satisfactory progress in addressing the key issues for improvement identified in the original inspection report.

In the interval since the inspection the school reports that it has received good support from the Curriculum Advisory and Support Service of the South-Eastern Education and Library Board and the Regional Training Unit in the following areas: leadership and management; whole school development planning; self-evaluation and action planning and support for a range of subjects, in particular those under focus in the original inspection.

Since the October 2010 interim visit, the following are the most important improvements:

- the appointment of four new heads of department, which has led to some initial improvements;
- the introduction of a pupil pursuit programme by the Vice-Principal responsible for pastoral care, in order to support effectively self-evaluation for improvement;

- the development, by the newly appointed Principal supported by CASS, of a supplementary school development plan (SDP) (which complies with the DE's SDP Regulations, 2005) through a process which has actively engaged all of the teachers;
- the creation of a new faculty structure, with five appointed heads of faculty, resulting in better communication, mutual support and improved morale; and
- a staff development programme, supported by CASS, which is developing the teachers' skills in the use and analysis of data to inform better the planning and target setting for tracking the progress of individual pupils.

The quality of the teaching observed during the FUI ranged from inadequate to outstanding; the majority of lessons were good or better, a significant minority was satisfactory.

The overall standards achieved in General Certificate of Secondary Education (GCSE) in 2011 decreased from 35% to 23% of the pupils in year 12 obtaining grades A* to C in five or more subjects, which is 36% below the average for non-selective schools.

16.7% of the pupils obtained grades A* to C in five or more subjects at GCSE level, including English and mathematics, which is 18% below the average.

Pupil attendance, whilst slightly improved, remains below the NI average.

Overall, the quality of education provided by the school remains inadequate, including in the three subjects originally evaluated as inadequate; the significant areas for improvement outweigh the strengths in the provision.

There are important areas for improvement, which were identified in the 2009 Standard inspection, in standards, in learning and teaching and in leadership and management, which need to be addressed urgently if the school is to meet effectively the needs of all of the learners.

The areas for improvement are the need to:

- sustain the purposeful start made in improving teaching, learning and assessment, and
- raise the standards attained in external examinations, which are well below the NI average for similar schools.

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

The Education and Training Inspectorate will carry out a further follow-up inspection within 12 months and a further report will be published.

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Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



Education and Training Inspectorate

Report of a Follow-up Inspection



September 2012

FOLLOW-UP TO THE STANDARD INSPECTION OF [REDACTED]

The Education and Training Inspectorate (ETI) carried out a standard inspection of [REDACTED] in the week of 4 October 2009 and as a result the school entered the formal intervention process on 20 October 2009. The inspection identified the need for improvement in a number of key areas, including in the standards achieved in public examinations and the quality of leadership at all levels throughout the school. The quality of education provided in English, in science and in technology and design was evaluated as inadequate.

An interim follow-up visit was carried out by ETI on 14 October 2010 and confirmed the progress that the school was making in addressing the key issues for improvement identified in the original inspection report.

The ETI carried out a follow-up inspection (FUI) in October 2011 and noted:

- the development, by the newly appointed Principal supported by South-Eastern Education and Library Board's Curriculum Advisory and Support Services, of a supplementary school development plan (which complies with the Department of Education's School Development Planning Regulations, 2005) through a process which has engaged actively all of the teachers; and
- the creation of a new faculty structure, with five appointed heads of faculty, resulting in better communication, mutual support and improved morale.

The October 2011 report noted further that a purposeful start had been made to improve teaching, learning and assessment; however, as the standards at key stage 4 in October 2011 remained well below the Northern Ireland (NI) average for similar non-selective schools the need to sustain and further improve standards was identified as a key area for improvement. The overall quality of education provided by the school remained inadequate.

The following are the most important changes that have taken place since the FUI in October 2011:

- the principal who had been appointed in a one-year, temporary post in September 2011, left the school to take up a permanent appointment elsewhere in August 2012;
- a new management structure was introduced in June 2012; and
- the school was awarded the UNICEF Children's Rights Respecting School: Recognition of Commitment reflecting a greater involvement which the pupils evidently have in their own learning.

Since the FUI in October 2011, the following are the most important improvements:

- the teachers have developed a wider range of teaching and learning strategies as a result of a structured programme of regular dissemination and sharing of good practice at departmental, faculty and whole-school level;
- there has been a strong focus on capacity-building in leadership and management at all levels;

- a very good start has been made to identifying underachievement among pupils, providing useful support through intervention strategies and offering parents greater opportunity to support their children's learning;
- in twelve subjects there was an increase in the percentage of pupils obtaining grades A*-C in the General Certificate in Secondary Education (GCSE) , although a significant minority of subjects are still 10% or more below the NI average;
- while the percentage of pupils achieving grades A*-C in any five or more GCSE subjects remains below the NI average for similar schools, it has doubled from 23% in 2011 to 45% in 2012; when GCSE English and mathematics are included in the five subjects, the percentage increased from 16% in 2011 to 23% in 2012, although this result remains well below the NI average for similar schools; and
- the quality of the provision in science has improved to satisfactory and the percentage of pupils achieving A*-C in single award science has increased from 55% to 90% which is well above the NI average for similar schools.

While the percentage of pupils attaining grades A*-G in any five GCSE subjects has increased from 80% to 85%, the standards at this level remain below the average for similar schools.

There has been no improvement in the overall attendance of the pupils, which has remained consistently below the NI average.

All of the staff have worked effectively, in a collegial manner and with active monitoring and support by governors, to begin to develop and implement the planned changes. As a consequence the quality and standards of significant aspects of the education provided by the school have improved in a relatively short period of time.

Overall, important aspects of the school's provision remain inadequate.

In order to sustain, secure and build on the important gains made in the last year the school needs:

- to consolidate and raise more consistently the standards in public examinations;
- to bring stability to the changing leadership and management arrangements; and
- to embed and build upon the self-evaluation leading to further improvement by identifying and addressing low and under-achievement and improving the attendance of the pupils.

The Education and Training Inspectorate will carry out a further follow-up inspection within 12 months and a report will be published.

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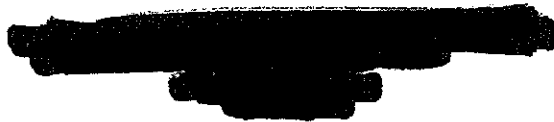
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Education and Training Inspectorate

Report of a Standard Inspection



Inspected: October 2009

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1. INTRODUCTION

1.1 CONTEXT

[REDACTED] is a co-educational controlled secondary school situated in the outskirts of Belfast. Thirty-three per cent of the pupils are entitled to free school meals; approximately 16% of the pupils enrolled at the school require 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, prior to the inspection, for the parents, teaching and support staff to complete confidential questionnaires based on the life and work of the school, as well as meetings with representatives from the Board of Governors (governors) and groups of pupils from years 8 and 12.

One hundred and twelve questionnaires were issued to parents; forty were returned, duly completed to the Department of Education (DE), and 14 of these contained additional written comments. The majority of responses from the questionnaires were positive, indicating support for the life and work of the school. In particular, the parents commented on the good individual support that their children receive and the caring ethos in the school.

Over half of the teachers completed a confidential questionnaire, with four teachers providing additional written comments. Five support staff completed a confidential questionnaire. A majority of the staff who responded raised concerns relating to aspects of leadership and management and communication within the school. The governors expressed strong support for the work of the school and the leadership of the Principal.

The pupils expressed their appreciation of the care and support provided by their teachers, in particular their form teachers. They said that they enjoyed school, that they felt safe and secure and knew the staff to whom they could turn if they needed help or support.

The Education and Training Inspectorate (Inspectorate) reported the key matters arising from the parents', teachers' and support staff's questionnaire to the Principal and Vice-principals in the school. Some of these matters are dealt with in more detail within the body of the report.

1.3 FOCUS

The inspection focused on learning and teaching, leadership and management at all levels across the school and, in particular, on the quality of provision and outcomes in the following subjects: English, technology and design, and science. The school's provision for pastoral care and the arrangements for child protection, and the provision for pupils with special educational needs, were also evaluated. In addition to classroom visits in the aforementioned subjects, inspectors observed classes in a range of other subjects in order to add to the inspection evidence base. A summary of the main findings for the subjects under focus can be found in Appendix 1.

2. THE QUALITY OF THE PUPILS' WORK

2.1 ACHIEVEMENTS

The pupils are well motivated and when their teachers have appropriately high expectations of them, and understand and meet their individual needs, they respond in a positive manner and take part enthusiastically in class.

In 2009, approximately one-quarter of the Year 12 pupils achieved five or more A*-C grades at General Certificate of Secondary Education (GCSE) level including English and mathematics, which is just above the respective Northern Ireland (NI) average for similar schools. Over the previous 3 years the percentage of pupils obtaining five or more grades A*-C at GCSE level has risen, although this percentage remains well below the NI average for similar non-selective schools. Over the same period, GCSE results at grades A*-C in approximately half of the subjects were more than five percentage points below the respective NI average, and in a significant minority of subjects were more than ten percentage points below.

The senior management team (SMT) recognises the need to address the significant variation in the results at GCSE, across the subjects, in comparison to the corresponding NI averages, if the pupils are to achieve the standards of which they are capable, in all subjects.

More information about the results achieved in public examinations is given in Appendix 4.

2.2 QUALITY OF LEARNING AND TEACHING

The quality of teaching in just over half of the lessons observed was good or better. In the subjects under focus, the quality of teaching ranged from very good to inadequate with the majority of lessons being satisfactory.

In the best practice observed there were opportunities for the pupils to engage actively in their learning. These lessons were well structured with clear learning intentions, an effective variety of teaching strategies were employed, and opportunities were provided for the pupils to talk about their learning. Furthermore, the work was matched well to the pupils' individual needs and abilities. However, in almost half of the teaching observed, there was less effective practice. This was characterised by lack of pace and challenge, reflecting the teachers' low expectations of the pupils, with insufficient focus on the intended outcomes.

2.3 PASTORAL CARE

The provision for pastoral care within the school is good. The Vice-principal with responsibility for pastoral care, the year heads and form teachers are committed and dedicated to the welfare of their pupils. In turn, the pupils are courteous and well-behaved in class and in the communal areas of the school. Well-considered strategies have been introduced recently to link the pastoral care of the pupils and the standards they achieve. The good work started through the personal tutorial system, should be regularly monitored and adjusted to ensure that individual targets are measurable and reflect realistically high expectations of the standards the pupils can achieve.

2.4 CHILD PROTECTION

The school has very good arrangements in place for safeguarding pupils. These arrangements reflect the guidance issued by the Department of Education.

2.5 SPECIAL EDUCATIONAL NEEDS

The provision for special educational needs (SEN) is satisfactory. In a small number of departments, where there is a shared understanding of how best to meet the needs of pupils who have special educational needs and teachers use effective strategies and approaches, outcomes for the pupils are good. The special educational needs co-ordinator (SENCO) manages the provision for pupils on the SEN register, supported by a dedicated and skilled teacher who withdraws small groups of pupils for additional support with their learning. The SENCO draws up appropriate Individual Education Plans (IEPs), in collaboration with colleagues across the school and the IEPs provide the subject teachers with practical guidance and information. In the best practice, the teachers plan meticulously to differentiate work, and the pupils are clear about what is expected of them, and complete their tasks with interest and enthusiasm. More often, the pupils with special educational needs are not engaged in their learning and are insufficiently challenged by their teachers, who pay limited attention to their individual needs.

A small development team has drawn up an action plan which identifies appropriately a number of areas for future development. These include the need for the SMT to: work with all departments to agree what constitutes high quality provision for those pupils who have special educational needs; monitor and evaluate the quality of learning and teaching for those pupils who have special educational needs; and disseminate the existing good practice in the school.

3. MANAGEMENT ARRANGEMENTS

While the Principal and Vice-principals demonstrate a strong commitment to the pastoral care and well-being of the pupils, the strategic leadership of the school is inadequate. Roles and responsibilities of the SMT are not clearly defined and there are ineffective procedures for communication and consultation among the staff. There is no systematic, collegial approach to drive forward improvement and as a result, much of the work that takes place has little impact on the quality of learning and teaching and on the standards achieved by the pupils.

The SMT has attempted to build leadership capacity among middle management through, for example, the creation of curriculum development teams and involvement with the Regional Training Unit in providing professional development for members of the middle management tier. However, the capacity at middle management level to undertake rigorous self-evaluation remains inadequate.

The School Development Plan (SDP) does not meet the associated regulations and the school development planning process is not sufficiently focused on raising standards, improving the quality of learning and teaching or on developing a broader and more relevant curriculum for the pupils. There is variation in the quality of the action plans produced by departments as part of the school's process for improvement; many, for example, are not adequately linked to the SDP. In a minority of departments, a good start has been made to the analysis and interpretation of performance data, including DE benchmarking, to review and inform further improvements in learning. This good practice needs to be disseminated.

The school needs further external support to improve leadership capacity at all levels, to help develop a collegial school development planning process and increase the knowledge and skills of the staff to engage in effective self-evaluation.

4. SUMMARY OF MAIN FINDINGS

The main strengths of the school include:

- the good quality of pastoral care and the arrangements for child protection;
- the courteous and well-behaved pupils; and
- the good standards in public examinations achieved in mathematics and art and design.

The areas for improvement identified are the need to:

- improve the overall standards achieved by the pupils, including standards in public examinations;
- improve the quality of leadership at all levels throughout the school; and
- develop a rigorous school development planning process involving all the staff which focuses strongly on effective learning and teaching and incorporates a robust process of self-evaluation and review.

5. CONCLUSION

In almost all of the areas inspected, the quality of education provided by this school is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in standards, learning and teaching and leadership and management, which need to be addressed urgently if the school is to meet effectively the needs of all of the learners.

The Education and Training Inspectorate will monitor and report on the organisation's progress in addressing the areas for improvement. A follow-up inspection will be carried out within 12 to 18 months after the inspection.

SUMMARY OF MAIN FINDINGS FOR THE SUBJECTS UNDER FOCUS

English

The strengths of the work include:

- the good relationships which exist in many of the classes;
- the innovative and creative teaching strategies in a minority of classes; and
- the willingness of many of the pupils to engage in the learning process.

The areas for improvement include the urgent need to:

- improve the inadequate standards including those in public examinations;
- plan for teaching and learning in a more coherent and collegial manner; and
- adopt a more strategic approach to bring about improvement in teaching, learning and outcomes.

Technology and Design (T&D)

The strengths of the work include:

- the good working relationships at all levels;
- the commitment of the staff to improvement;
- the well-ordered environment in the T & D department with good visual displays; and
- the strong emphasis on the care and health and safety of all pupils.

The areas for improvement are the urgent need to:

- raise the inadequate standards achieved by the pupils at GCSE level;
- improve the quality of teaching to include more frequent opportunities for the pupils to engage in practical activities; and
- revise the key stage 3 curriculum to provide a more varied technological experience which builds on the pupils' interests and provides appropriate progression and challenge.

Science

The strengths of the work include:

- the good quality teaching observed in a minority of classes;

- the extensive analysis of results achieved in public examinations and a comparison of these to NI averages for similar schools;
- the good quality schemes of work for years 8 and 9, which usefully set out a range of teaching strategies, resources for the pupils' use and homework; and
- the successful completion of practical work, including some investigative activities, with a due regard for safety, in the lessons observed.

The areas for improvement are an urgent need to:

- raise the inadequate standards of achievement for a significant minority of the pupils, including those attained in public examinations;
- improve leadership and management of the department, in particular to enable the department to work more effectively as a team; and
- disseminate the good practice observed to all the classes, particularly the effective display, explanation and assessment of expected learning outcomes and their associated success criteria.

HEALTH AND SAFETY

- There is a need for technician support for technology and art and design.
- The technology and design workshops should not be used as general classrooms.

STATISTICAL INFORMATION

- 1.1 i. School: [REDACTED] v. Date of Inspection: W/C 05/10/09
 ii. School Reference Number: [REDACTED] vi. Area of Study: Standard Inspection
 iii. Age Range: 11-17
 iv. Status: Controlled

1.2 Intake/Enrolment

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 8 Intake	121	75	85	125	88
Total enrolment	646	609	574	563	551

1.3 Attendance

Year 2008/09	8	9	10	11	12	13	14	Average 2008/09	NI Average 2007/08
% Attendance	95.1	94.4	92.9	93.6	85.3	0	0	0	90

- 1.4 i. Total Number of Teachers: 38 iii. Contact ratio (percentage of timetabled time in direct class contact): 0.812
- ii. PTR (Pupil/Teacher Ratio): 14.026

Year 2009/10	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	42	63	51	54	66	N/A	N/A	276
Enrolment: Girls	46	66	43	46	74	N/A	N/A	275
Enrolment: Total	88	129	94	100	140	0	0	551
PTR	12.393	15.016	13.545	13.236	15.349	N/A	N/A	

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

Year 13	1.4	NI Av Year 13	40.9
Year 14	N/A	NI Av Year 14	N/A

1.6 Leavers Destinations

2007/08	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	143		2	
Another School	13%	11.3	0%	1.7
Employment	8%	8.7	0%	18.6
Full-time Further Education	59%	41.8	50%	22.4
Full-time Higher Education	N/A	N/A	0%	42.8
Full-time Training	8%	30.0	0%	4.9
Seeking Employment/Unemployed	3%	4.4	0%	5.6
Unknown/Long Term Sick/Pregnant	8%	3.5	50%	4

1.7 NAME OF SCHOOL:



SCHOOL YEAR:

2009/2010

GCSE	2007	2008	2009
Percentage of Year 12 taking GCSE in at least 5 subjects	89.23	79.2	87.7
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	25.38	34.4	36.07
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	65.38	67.2	71.31

EXAMINATION RESULTS

Table showing the GCSE subject results over the previous three years ending in June 2009, in comparison with the respective Northern Ireland (NI) averages

Table 1

	More than 10 percentage points above	Between 5 and 10 percentage points above	Within 5 percentage points	Between 5 and 10 percentage points below	More than 10 percentage points below
GCSE A*-E	Spanish	Art and Design Geography Mathematics	Chinese English Literature History Music Office Technology Religious Studies Sport/PE Studies	Design and Technology Double Award Science 1 st Subject English French Home Economics Child Development Home Economics Food Single Award Science	Business Studies GNVQ Hospitality and Catering Information Technology

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*-E	Double Award Science 1 st Subject English Literature	Art and Design Chinese English French History Home Economics Child Development Home Economics Food Information Technology Music Office Technology Religious Studies Sport/PE Studies	Business Studies Design and Technology Geography Mathematics Single Award Science Spanish	GNVQ Hospitality and Catering	

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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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3(b)(v)

FOLLOW-UP TO THE STANDARD INSPECTION OF [REDACTED]

[REDACTED]

The Education and Training Inspectorate (ETI) carried out a standard inspection of [REDACTED] the week of 4 October 2009 and as a result the school entered the formal intervention process on 20 October 2009. The inspection identified the need for improvement in a number of key areas, including in the standards achieved in public examinations and the quality of leadership at all levels throughout the school.

The ETI carried out a follow-up inspection (FUI) in October 2011 and noted that, despite initial improvements in learning and teaching, the standards at key stage (KS) 4 in October 2011 remained significantly below the Northern Ireland (NI) average for similar non-selective schools. The need to sustain and improve further the examination standards was identified as a key area for improvement.

A second FUI conducted in September 2012 noted that, for the year (2011-12) in which she was in post, a new principal had radically restructured the management arrangements. As a consequence, there was a number of important improvements, including an increase, across twelve subjects, in the percentage of pupils obtaining GCSE grades A*-C, although standards in a significant minority of subjects remained 10% or more below the NI average.

A third FUI took place on 25-26 September 2013 and evaluated the quality of provision as satisfactory. The following are the most important changes since September 2012:

- an acting principal, was in post from September 2012;
- and a further acting principal was appointed from September 2013;
- the school's enrolment dropped from 395 to 314;
- the number of pupils from homes where English is an additional language has increased to 20% of the enrolment;

- four departments have been involved in a connected learning project under the auspices of the STEM¹ initiative;
- the choice of courses available to pupils, in particular at KS4, has widened; and
- three new members were appointed to the school improvement team.

Drawing on effective support from the South-Eastern Education and Library Board Curriculum and Advisory Support Services, the following are the most important improvements at September 2013:

- the development amongst the pupils of positive attitudes, skills and dispositions towards learning in an increasingly multi-cultural school community;
- the percentage of pupils achieving grades A*-C in any five or more GCSE subjects, has more than doubled from 23% in 2011 to 49%;
- when GCSE English and mathematics are included in the five subjects, the percentage has increased from 16% to 30%;
- the percentage of pupils achieving A*-E in any five or more GCSE subjects has increased from 73% to 81% in 2013; and
- the quality of provision in English has improved to satisfactory.

While the standards attained in public examinations are rising steadily, and the level achieved in five GCSEs at A*-C including English and mathematics is now just below the average for similar schools, there remains scope for continued improvement.

The restructured management, at all levels, has the capacity to build further on the established improvement processes to, for example, differentiate more accurately between low and under achievement and to intervene and support pupils individually.

The quality of education provided by the school is now satisfactory. The strengths outweigh the areas for improvement in the provision.

¹ Science, Technology, Engineering and Mathematics

The key areas for improvement which need to be addressed urgently if the school is to meet effectively the needs of all of the pupils are:

- to continue to raise standards and bring greater consistency to improvements in learning and teaching;
- to consolidate links with the community to address the poor overall level of attendance of the pupils, which remains consistently below the NI average and is having a direct impact on the standards the pupils attain; and
- to improve further the quality of self-evaluation, based on the action plans, to identify the impact of those actions which are raising standards effectively.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement, over the next 12 to 24 month period.

4. To provide a copy of the most recent evaluation of the ETI conducted by the Northern Ireland Statistics and Research Agency (NISRA)

This is attached. (Appendix 4)

Post Inspection
Evaluation
April 2012 – March 2013

Conducted by the Northern Ireland Statistics
and Research Agency (NISRA)

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Background Information

The Education and Training Inspectorate exists to provide inspection services on behalf of the Department of Education, the Department of Culture, Arts and Leisure and the Department for Employment and Learning. In order for continuous improvement and increased openness, a post inspection evaluation has been conducted by the Statistics and Research Team within the Department of Education to evaluate performance levels during the inspection process. The following report comprises the findings of the study for the business year 2012/13.

The post inspection evaluation consisted of a survey of schools/organisations that had a general, focused, short or follow-up inspection between April 2012 - June 2012 and September 2012 – March 2013. These schools/organisations included pre-schools, nurseries, primary schools, special schools, post-primary schools, training colleges, further education colleges and youth organisations. These schools/organisations were invited to complete an online questionnaire. All teaching staff in a school/organisation had the opportunity to respond to the survey so multiple returns per school are possible.

A total of 410 valid online questionnaires were returned by 119 schools/organisations. Twelve organisations submitted more than one return from the Leader /Principal of the school/organisation. Most of these were schools.

It is worth taking note that not every respondent answered every question and some responded with 'not applicable'. The number of missing responses and 'not applicable' responses is shown for each table. Where appropriate, percentages having been also calculated based on valid responses, i.e. excluding 'not applicable' responses.

Where necessary, data has been suppressed to protect the identity of respondents. Where data has been suppressed the following abbreviations have been used:

- * denotes small number of responses (less than 5)
- # denotes figure suppressed under rules of statistical suppression

GENERAL DETAILS

The first two questions in the questionnaire relate to the member of staff who completed the survey and in what sector their school/organisation belongs to. **Tables 1- 2** show the number and percentage of responses to the questions that were asked.

Table 1: You are completing this return as a :

	Frequency	Percent
Leader/Principal	121	29.6%
Teacher/Trainer/Lecturer	288	70.4%
Total	409	100.0%

NB: 1 missing grade

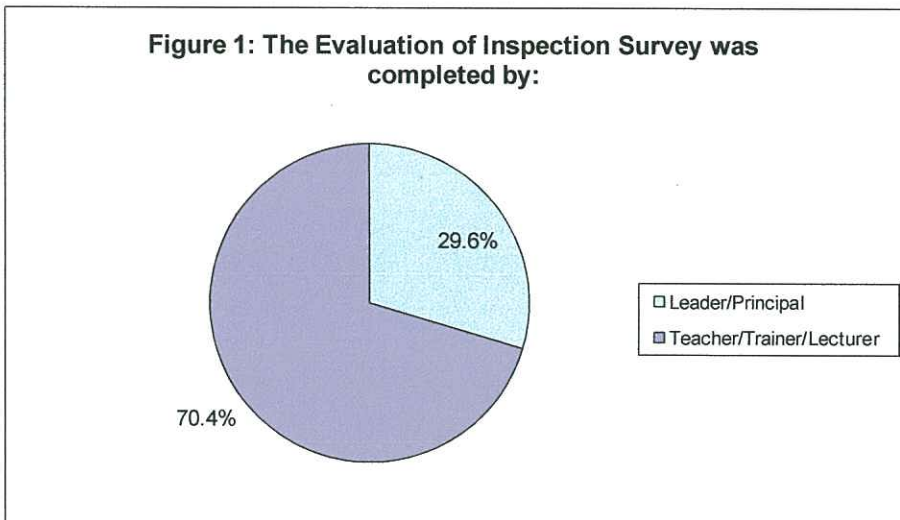
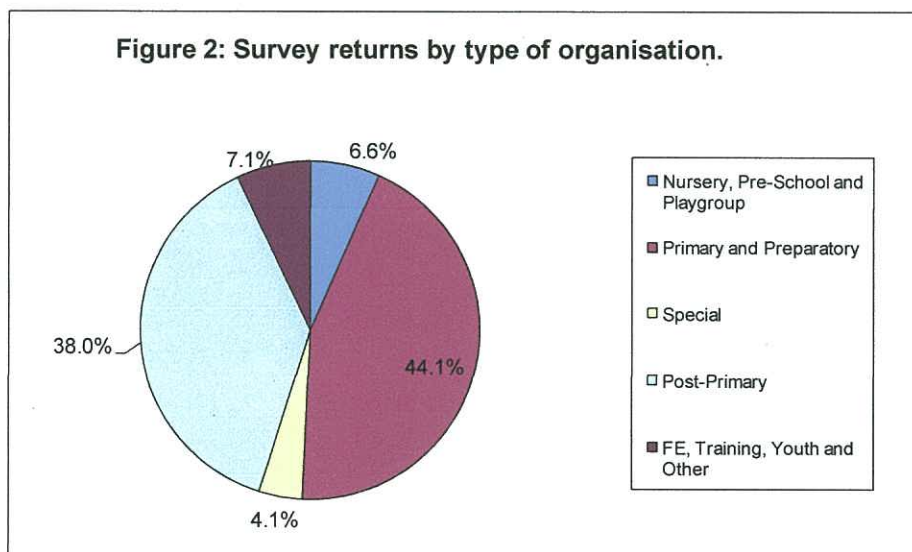


Table 2: The School Type your institution belongs to:

	Frequency	Percent
Nursery, Pre-School and Playgroup	27	6.6%
Primary and Preparatory	181	44.1%
Special	17	4.1%
Post-Primary	156	38.0%
FE, Training, Youth and Other	29	7.1%
Total	410	100.0%



SECTION A = Pre-Inspection

The seven questions in Section A relate to the pre-inspection at a school/organisation. **Tables 3 – 9** below show the number and percentage of responses to the questions that were asked.

Table 3: The Reporting Inspector explained the inspection process clearly before the inspection.

	Frequency	Percent of total	Percent of valid responses
Strongly Agree	247	60.2%	62.2%
Agree	132	32.2%	33.2%
Neither Agree or Disagree	8	2.0%	2.0%
Disagree	#	#	#
Strongly Disagree	*	#	#
N/A	13	3.2%	
Total	410	100.0%	100.0%

* denotes small number of responses (less than 5)

denotes figure suppressed under rules of statistical suppression

Table 4: The amount of documentation required before the inspection began was reasonable.

	Frequency	Percent	Percent of valid responses
Strongly Agree	100	24.4%	24.8%
Agree	228	55.7%	56.6%
Neither Agree or Disagree	29	7.1%	7.2%
Disagree	36	8.8%	8.9%
Strongly Disagree	10	2.4%	2.5%
N/A	6	1.5%	
Total	409	100.0%	100.0%

NB: missing values = 1

Table 5: The process of gathering information for the inspection from parents, teachers, support staff (including through the use of online questionnaires) did not place an undue additional administration burden on the school.

	Frequency	Percent	Percent of valid responses
Strongly Agree	102	24.9%	26.4%
Agree	182	44.5%	47.0%
Neither Agree or Disagree	43	10.5%	11.1%
Disagree	47	11.5%	12.1%
Strongly Disagree	13	3.2%	3.4%
N/A	22	5.4%	
Total	409	100.0%	100.0%

NB: missing values = 1

Table 6: The school/organisation was informed of the procedures for making a complaint.

	Frequency	Percent	Percent of valid responses
Strongly Agree	149	36.7%	38.0%
Agree	189	46.6%	48.2%
Neither Agree or Disagree	30	7.4%	7.7%
Disagree	#	#	#
Strongly Disagree	*	#	#
N/A	14	3.4%	
Total	406	100.0%	100.0%

NB: missing values = 4

* denotes small number of responses (less than 5)

denotes figure suppressed under rules of statistical suppression

Table 7: The school/organisation had sufficient opportunity to brief the inspection team on the context of the organisation.

	Frequency	Percent	Percent of valid responses
Strongly Agree	148	36.3%	39.5%
Agree	175	42.9%	46.7%
Neither Agree or Disagree	29	7.1%	7.7%
Disagree	17	4.2%	4.5%
Strongly Disagree	6	1.5%	1.6%
N/A	33	8.1%	
Total	408	100.0%	100.0%

NB: missing values = 2

Table 8: The notice period prior to the inspection was too long.

	Frequency	Percent	Percent of valid responses
Strongly Agree	25	6.2%	6.2%
Agree	54	13.4%	13.4%
Neither Agree or Disagree	103	25.6%	25.6%
Disagree	164	40.7%	40.8%
Strongly Disagree	56	13.9%	13.9%
N/A	1	0.2%	
Total	403	100.0%	100.0%

NB: missing values = 7

Table 9: The notice period prior to the inspection was too short.

	Frequency	Percent	Percent of valid responses
Strongly Agree	5	1.2%	1.2%
Agree	23	5.6%	5.7%
Neither Agree or Disagree	120	29.4%	29.9%
Disagree	187	45.8%	46.5%
Strongly Disagree	67	16.4%	16.7%
N/A	6	1.5%	
Total	408	100.0%	100.0%

NB: missing values = 2

SECTION B: During Inspection

The thirteen questions in Section B relate to during the inspection at a school/organisation. **Tables 10-22** show the number and percentage of responses to questions about how the inspection team conducted themselves.

Table 10: The inspection team was approachable.

	Frequency	Percent	Percent of valid responses
Strongly Agree	166	40.6%	40.6%
Agree	188	46.0%	46.0%
Neither Agree or Disagree	22	5.4%	5.4%
Disagree	21	5.1%	5.1%
Strongly Disagree	12	2.9%	2.9%
N/A	0	0.0%	
Total	409	100.0%	100.0%

NB: missing values = 1

Table 11: The inspection team was courteous.

	Frequency	Percent	Percent of valid responses
Strongly Agree	200	48.8%	48.8%
Agree	182	44.4%	44.4%
Neither Agree or Disagree	16	3.9%	3.9%
Disagree	7	1.7%	1.7%
Strongly Disagree	5	1.2%	1.2%
N/A	0	0.0%	
Total	410	100.0%	100.0%

Table 12: The inspection team was helpful.

	Frequency	Percent	Percent of valid responses
Strongly Agree	161	39.4%	39.7%
Agree	141	34.5%	34.7%
Neither Agree or Disagree	64	15.6%	15.8%
Disagree	28	6.8%	6.9%
Strongly Disagree	12	2.9%	3.0%
N/A	3	0.7%	
Total	409	100.0%	100.0%

NB: missing values = 1

Table 13: The inspection team was professional.

	Frequency	Percent	Percent of valid responses
Strongly Agree	218	53.3%	53.3%
Agree	153	37.4%	37.4%
Neither Agree or Disagree	23	5.6%	5.6%
Disagree	9	2.2%	2.2%
Strongly Disagree	6	1.5%	1.5%
N/A	0	0.0%	
Total	409	100.0%	100.0%

NB: missing values = 1

Table 14: The Inspection team dealt effectively with any issues that were brought to its attention during the inspection.

	Frequency	Percent	Percent of valid responses
Strongly Agree	138	34.1%	40.9%
Agree	112	27.7%	33.2%
Neither Agree or Disagree	64	15.8%	19.0%
Disagree	18	4.4%	5.3%
Strongly Disagree	5	1.2%	1.5%
N/A	68	16.8%	
Total	405	100.0%	100.0%

NB: missing values = 5

Table 15: The schools/organisation had the opportunity to provide inspectors with an appropriate range of evidence for consideration.

	Frequency	Percent	Percent of valid responses
Strongly Agree	182	44.5%	45.3%
Agree	176	43.0%	43.8%
Neither Agree or Disagree	27	6.6%	6.7%
Disagree	12	2.9%	3.0%
Strongly Disagree	5	1.2%	1.2%
N/A	7	1.7%	
Total	409	100.0%	100.0%

NB: missing values=1

Table 16: The Reporting Inspector communicated effectively with the school/organisation throughout the inspection.

	Frequency	Percent	Percent of valid responses
Strongly Agree	169	41.5%	44.2%
Agree	143	35.1%	37.4%
Neither Agree or Disagree	42	10.3%	11.0%
Disagree	20	4.9%	5.2%
Strongly Disagree	8	2.0%	2.1%
N/A	25	6.1%	
Total	407	100.0%	100.0%

NB: missing values = 3

Table 17: Where an Associate Assessor and / or lay member was on the inspection team, he / she made a valuable contribution to the inspection process.

	Frequency	Percent	Percent of valid responses
Strongly Agree	77	18.9%	32.2%
Agree	88	21.6%	36.8%
Neither Agree or Disagree	62	15.2%	25.9%
Disagree	#	#	#
Strongly Disagree	*	#	#
N/A	169	41.4%	
Total	408	100.0%	100.0%

NB: missing values = 2

* denotes small number of responses (less than 5)

denotes figure suppressed under rules of statistical suppression

Table 18: Where a 'nominee' was a member of the inspection team, he / she contributed effectively to the inspection process.

	Frequency	Percent	Percent of valid responses
Strongly Agree	21	5.2%	16.5%
Agree	40	9.8%	31.5%
Neither Agree or Disagree	61	15.0%	48.0%
Disagree	*	#	#
Strongly Disagree	*	#	#
N/A	280	68.8%	
Total	407	100.0%	100.0%

NB: missing values = 3

* denotes small number of responses (less than 5)

denotes figure suppressed under rules of statistical suppression

Table 19: In all spoken reports during the inspection, the inspection team identified the main strengths of the organisation.

	Frequency	Percent	Percent of valid responses
Strongly Agree	169	41.7%	45.7%
Agree	147	36.3%	39.7%
Neither Agree or Disagree	18	4.4%	4.9%
Disagree	22	5.4%	5.9%
Strongly Disagree	14	3.5%	3.8%
N/A	35	8.6%	
Total	405	100.0%	100.0%

NB: missing values = 5

Table 20: In all spoken reports during the inspection, the inspection team communicated the main strengths of the organisation effectively to management.

	Frequency	Percent	Percent of valid responses
Strongly Agree	156	38.6%	45.2%
Agree	137	33.9%	39.7%
Neither Agree or Disagree	27	6.7%	7.8%
Disagree	14	3.5%	4.1%
Strongly Disagree	11	2.7%	3.2%
N/A	59	14.6%	
Total	404	100.0%	100.0%

NB: missing values = 6

Table 21: In all spoken reports during the inspection, the inspection team identified the main areas for improvement.

	Frequency	Percent	Percent of valid responses
Strongly Agree	133	33.3%	38.3%
Agree	176	44.0%	50.7%
Neither Agree or Disagree	21	5.3%	6.1%
Disagree	10	2.5%	2.9%
Strongly Disagree	7	1.8%	2.0%
N/A	53	13.3%	
Total	400	100.0%	100.0%

NB: missing values = 10

Table 22: In all spoken reports during the inspection, the inspection team communicated the main areas for improvement effectively and sensitively.

	Frequency	Percent	Percent of valid responses
Strongly Agree	128	31.4%	36.8%
Agree	158	38.8%	45.4%
Neither Agree or Disagree	30	7.4%	8.6%
Disagree	20	4.9%	5.7%
Strongly Disagree	12	2.9%	3.4%
N/A	59	14.5%	
Total	407	100.0%	100.0%

NB: missing values = 3

SECTION C: After the Inspection

The six questions in Section C relate to post inspection at a school/organisation. **Tables 23 – 28** below show the number and percentage of responses to questions that were asked regarding the written report and on promoting improvement in the outcomes of learners.

Table 23: At the final report back, the inspection team communicated the findings of the inspection clearly to the senior management / management committee / Board of Governors.

	Frequency	Percent	Percent of valid responses
Strongly Agree	163	40.1%	49.4%
Agree	132	32.5%	40.0%
Neither Agree or Disagree	24	5.9%	7.3%
Disagree	#	#	#
Strongly Disagree	*	#	#
N/A	76	18.7%	
Total	406	100.0%	100.0%

NB: missing values = 4

* denotes small number of responses (less than 5)

denotes figure suppressed under rules of statistical suppression

Table 24: During the final report back the staff had sufficient opportunities to seek clarification where necessary.

	Frequency	Percent	Percent of valid responses
Strongly Agree	119	29.5%	34.4%
Agree	120	29.8%	34.7%
Neither Agree or Disagree	43	10.7%	12.4%
Disagree	35	8.7%	10.1%
Strongly Disagree	29	7.2%	8.4%
N/A	57	14.1%	
Total	403	100.0%	100.0%

NB: missing values = 7

Table 25: After the final report back, the senior staff / management committee / Board of Governors were clear about what was to happen after the inspection.

	Frequency	Percent	Percent of valid responses
Strongly Agree	152	37.3%	43.9%
Agree	152	37.3%	43.9%
Neither Agree or Disagree	27	6.6%	7.8%
Disagree	9	2.2%	2.6%
Strongly Disagree	6	1.5%	1.7%
N/A	62	15.2%	
Total	408	100.0%	100.0%

NB: missing values = 2

Table 26: The language used in the written report was clear and concise.

	Frequency	Percent	Percent of valid responses
Strongly Agree	158	39.0%	39.4%
Agree	209	51.6%	52.1%
Neither Agree or Disagree	14	3.5%	3.5%
Disagree	11	2.7%	2.7%
Strongly Disagree	9	2.2%	2.2%
N/A	4	1.0%	
Total	405	100.0%	100.0%

NB: missing values = 5

Table 27: The content of the written report reflected accurately the main messages communicated in the spoken report.

	Frequency	Percent	Percent of valid responses
Strongly Agree	171	42.2%	45.4%
Agree	157	38.8%	41.6%
Neither Agree or Disagree	26	6.4%	6.9%
Disagree	15	3.7%	4.0%
Strongly Disagree	8	2.0%	2.1%
N/A	28	6.9%	
Total	405	100.0%	100.0%

NB: missing values = 5

Table 28: The inspection process has helped the school / organisation to plan for, and promote improvement in the outcomes for learners.

	Frequency	Percent	Percent of valid responses
Strongly Agree	149	36.5%	36.8%
Agree	179	43.9%	44.2%
Neither Agree or Disagree	40	9.8%	9.9%
Disagree	22	5.4%	5.4%
Strongly Disagree	15	3.7%	3.7%
N/A	3	0.7%	
Total	408	100.0%	100.0%

NB: missing values = 2

SECTION D: Inspection Services Branch

The five questions in Section D relate to the Inspection Services Branch. **Tables 29 – 33** below show the number and percentage of responses to questions that were asked regarding the Inspection Services Branch.

Table 29: Inspection Services Branch was approachable throughout the inspection process.

	Frequency	Percent	Percent of valid responses
Strongly Agree	114	27.9%	42.2%
Agree	114	27.9%	42.2%
Neither Agree or Disagree	36	8.8%	13.3%
Disagree	*	#	#
Strongly Disagree	*	#	#
N/A	138	33.8%	
Total	408	100.0%	100.0%

NB: missing values = 2

* denotes small number of responses (less than 5)

denotes figure suppressed under rules of statistical suppression

Table 30: Inspection Services Branch was courteous throughout the inspection process.

	Frequency	Percent	Percent of valid responses
Strongly Agree	121	29.8%	45.1%
Agree	106	26.1%	39.6%
Neither Agree or Disagree	37	9.1%	13.8%
Disagree	*	#	#
Strongly Disagree	*	#	#
N/A	138	34.0%	
Total	406	100.0%	100.0%

NB: missing values = 4

* denotes small number of responses (less than 5)

denotes figure suppressed under rules of statistical suppression

Table 31: Inspection Services Branch was helpful throughout the inspection process.

	Frequency	Percent	Percent of valid responses
Strongly Agree	112	27.7%	42.1%
Agree	105	26.0%	39.5%
Neither Agree or Disagree	40	9.9%	15.0%
Disagree	#	#	#
Strongly Disagree	*	#	#
N/A	138	34.2%	
Total	404	100.0%	100.0%

NB: missing values = 6

* denotes small number of responses (less than 5)

denotes figure suppressed under rules of statistical suppression

Table 32: Inspection Services Branch was professional throughout the inspection process.

	Frequency	Percent	Percent of valid responses
Strongly Agree	117	28.7%	43.8%
Agree	107	26.3%	40.1%
Neither Agree or Disagree	38	9.3%	14.2%
Disagree	5	1.2%	1.9%
Strongly Disagree	0	0.0%	0.0%
N/A	140	34.4%	
Total	407	100.0%	100.0%

NB: missing values = 3

Table 33: Inspection Services Branch dealt effectively with any administrative issues that were brought to its attention during the inspection process.

	Frequency	Percent	Percent of valid responses
Strongly Agree	101	24.9%	41.4%
Agree	94	23.2%	38.5%
Neither Agree or Disagree	45	11.1%	18.4%
Disagree	*	#	#
Strongly Disagree	*	#	#
N/A	161	39.8%	
Total	405	100.0%	100.0%

NB: missing values = 5

* denotes small number of responses (less than 5)

denotes figure suppressed under rules of statistical suppression

SECTION E: Overall Satisfaction

The four questions in Section E relate to Overall Satisfaction. **Tables 34 – 37** below show the number and percentage of responses to questions that were asked regarding the Overall Satisfaction from the inspection process.

Table 34: The information relating to the inspection process was easily accessible.

	Frequency	Percent	Percent of valid responses
Strongly Agree	167	40.9%	42.3%
Agree	204	50.0%	51.6%
Neither Agree or Disagree	16	3.9%	4.1%
Disagree	#	#	#
Strongly Disagree	*	#	#
N/A	13	3.2%	
Total	408	100.0%	100.0%

NB: missing values = 2

* denotes small number of responses (less than 5)

denotes figure suppressed under rules of statistical suppression

Table 35: The information team met the deadlines set out in the timeline issued as part of the pre-inspection documentation.

	Frequency	Percent	Percent of valid responses
Strongly Agree	179	43.8%	45.8%
Agree	187	45.7%	47.8%
Neither Agree or Disagree	16	3.9%	4.1%
Disagree	#	#	#
Strongly Disagree	*	#	#
N/A	18	4.4%	
Total	409	100.0%	100.0%

NB: missing values = 1

* denotes small number of responses (less than 5)

denotes figure suppressed under rules of statistical suppression

Table 36: Overall I am content with the quality of service provided by ETI and ISB throughout the inspection process.

	Frequency	Percent	Percent of valid responses
Strongly Agree	172	42.1%	42.2%
Agree	151	36.9%	37.0%
Neither Agree or Disagree	41	10.0%	10.0%
Disagree	23	5.6%	5.6%
Strongly Disagree	21	5.1%	5.1%
N/A	1	0.2%	
Total	409	100.0%	100.0%

NB: missing values = 1

Table 37: I / we have been treated fairly by the inspection team throughout the inspection. * If not, please give the reasons in the comments box.

	Frequency	Percent	Percent of valid responses
Strongly Agree	186	45.6%	45.7%
Agree	141	34.6%	34.6%
Neither Agree or Disagree	29	7.1%	7.1%
Disagree	30	7.4%	7.4%
Strongly Disagree	21	5.1%	5.2%
N/A	1	0.2%	
Total	408	100.0%	100.0%

NB: missing values = 2

PUBLICATIONS PRODUCED BY THE INSPECTORATE

This section relates to how useful leaders/teachers have found the following publications/resources produced by the Inspectorate. **Tables 38 – 45** below show the number and percentage of responses to questions that were asked regarding how useful the publications were.

Table 38: Together Towards Improvement / IQ:RS

	Frequency	Percent
Very Useful	210	53.0%
Quite Useful	142	35.9%
Of Little Use	11	2.8%
Never Used/Not Familiar With	33	8.3%
Total	396	100.0%

NB: missing values = 14

Table 39: Chief Inspector's Report

	Frequency	Percent
Very Useful	124	31.2%
Quite Useful	188	47.2%
Of Little Use	40	10.1%
Never Used/Not Familiar With	46	11.6%
Total	398	100.0%

NB: missing values = 12

Table 40: Better Maths / English / Science

	Frequency	Percent
Very Useful	108	27.5%
Quite Useful	126	32.1%
Of Little Use	15	3.8%
Never Used/Not Familiar With	144	36.6%
Total	393	100.0%

NB: missing values = 17

Table 41: Evaluating Subjects (e.g. careers / pastoral care / geography)

	Frequency	Percent
Very Useful	72	18.5%
Quite Useful	125	32.1%
Of Little Use	21	5.4%
Never Used/Not Familiar With	172	44.1%
Total	390	100.0%

NB: missing values = 20

Table 42: Improving Subjects

	Frequency	Percent
Very Useful	65	16.5%
Quite Useful	128	32.6%
Of Little Use	17	4.3%
Never Used/Not Familiar With	183	46.6%
Total	393	100.0%

NB: missing values = 17

Table 43: The Reflective Teacher

	Frequency	Percent
Very Useful	120	30.6%
Quite Useful	186	47.4%
Of Little Use	20	5.1%
Never Used/Not Familiar With	66	16.8%
Total	392	100.0%

NB: missing values = 18

Table 44: The Common Framework for Inspection

	Frequency	Percent
Very Useful	121	30.9%
Quite Useful	168	42.9%
Of Little Use	20	5.1%
Never Used/Not Familiar With	83	21.2%
Total	392	100.0%

NB: missing values = 18

Table 45: The ETI Website

	Frequency	Percent
Very Useful	162	41.0%
Quite Useful	180	45.6%
Of Little Use	24	6.1%
Never Used/Not Familiar With	29	7.3%
Total	395	100.0%

NB: missing values = 15

5. To provide information on the number of schools which will potentially be affected following the implementation of the proposed revisions to the Formal Intervention Process.

Since the implementation of ESaGS, 10 schools have had two consecutive evaluations of 'satisfactory' and 1 school has had three consecutive evaluations of 'satisfactory'