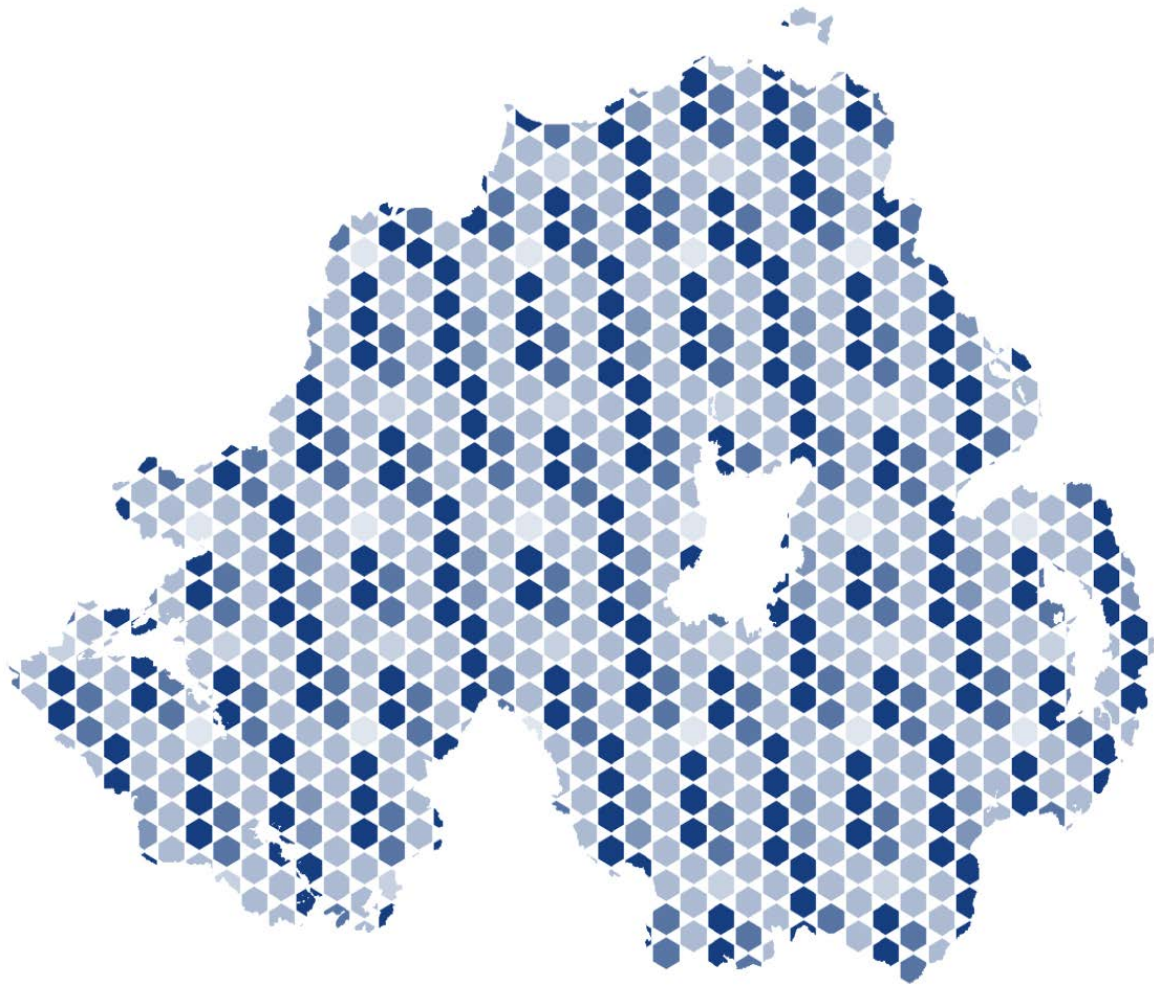


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

Movilla High School,  
Newtownards, Co Down

Controlled, non-selective, 11-16 co-educational school

Report of an Inspection in  
January 2014



Providing Inspection Services for

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

CUSTOMER  
SERVICE  
EXCELLENCE



## 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 (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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## 1. Inspection method and evidence base

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 ETI publication *Together Towards Improvement: a process for self evaluation* at: <http://www.eti.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

Inspectors observed teaching and learning, 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; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire. A small number of staff also requested meetings with inspectors.

Data on the returns on questionnaires<sup>1</sup> sent in advance of the inspection to parents and school staff is shown in the table below.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	307	25	8	15
Teachers	28	17	61	11
Support Staff	17	9	53	7

## 2. Context

The enrolment to Movilla High School has fallen steadily over the past four years, while the number of pupils entitled to free school meals has increased, as has the number of pupils identified by the school as requiring support with aspects of their learning. A learning support centre was established in 2012 as a pilot project and provides for 15 pupils with social, emotional, behavioural and learning needs.

On entry to year 8 the pupils attaining level 4 or above in English and mathematics is well below the Northern Ireland (NI) average for non-selective schools, with approximately only one in five attaining at the expected level. While improving, attendance remains below the Northern Ireland average.

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<sup>1</sup> ETI is trialling a range of methods for collecting the views of parents/carers about the life and work of the school. As a result, the response rate to the parent/carer questionnaire may be low.

Movilla High School	2010/11	2011/12	2012/13	2013/14
Year 8 Intake	80	68	42	39
Enrolment	489	451	401	353
% Attendance (NI Average)	84.3 (92.6)	88.1 (93)	88 (92.9)	
FSME Percentage <sup>2</sup>	31.5	34.6	38.2	38.2
% (No.) of pupils on the SEN register	31.3 (153)	34.3 (155)	33.9 (136)	38.2 (150)
No. of pupils with statements of educational needs in the mainstream school	26	17	18	20
No. of newcomers	5	7	12	12
<i>Intake:</i>				
% of Y8 pupils with L5 English	*	5	*	*
% of Y8 pupils with L5 mathematics	*	7	*	*
% of Y8 pupils with L4 and above in English	46	43	23	20.5 <sup>3</sup>
% of Y8 pupils with L4 and above in mathematics	45	41	20	23.1
<i>Source: data as held by the school.</i>				

\* fewer than 5

### 3. Focus of the inspection

In order to promote improvement in the interests of all pupils, the purpose of the post-primary inspection is, through an effective linking of internal and external approaches, to:

- evaluate the quality of the provision and the outcomes for the pupils;
- evaluate the school's leadership and management and its capacity to effect and sustain improvement in its provision and standards; and
- inform the school's planning for improvement.

### 4. Overall finding

<b>Overall Performance Level</b>	<b>Inadequate</b>
<b>Achievements and Standards</b>	<b>Inadequate</b>
<b>Provision</b>	<b>Inadequate</b>
<b>Leadership and Management</b>	<b>Inadequate</b>

<sup>2</sup> The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

<sup>3</sup> From 2013, KS2 standards in English and mathematics are reported as Levels of Progression and cannot be compared directly with KS2 data from previous years.

## **5. Achievements and standards**

- There are insufficient opportunities for the pupils to develop thinking skills and personal capabilities, social skills, independence and self-management. As a consequence, the pupils' talking and listening skills are underdeveloped, they lack confidence in giving oral responses, explaining their thinking and justifying opinions. They are reluctant to express their views or justify their responses in groups and in whole-class discussion. The overall quality of written communication is low.
- The percentage of pupils attaining five or more GCSE examinations, at grades A\* to C, is consistently well below the average for similar non-selective schools. When English and mathematics are included, the standards for the past three years are also below the average for schools with a similar entitlement to free school meals. The percentage of pupils entitled to free school meals attaining at the expected levels at GCSE is also too low.
- All of the pupils are entered for GCSE mathematics. As a result of rigorous target setting, personalised learning and tracking, the pupils' attainment at grades A\*-C has doubled over three years to 44% in 2013. As part of the whole-school numeracy initiative informed by good practice from the mathematics department, all teachers across the school have a PRSD target to build numeracy skills into lessons. The teachers now need to focus on the numeracy skills which are specific to the learning in that subject, in order to embed this work further.
- In 2013, there was some improvement at GCSE English at grades A\*-C to 31%, however, this figure is still well below the NI average. While the promotion of literacy was a whole-school priority in the previous academic year, there is little evidence of an on-going focus on literacy in teaching and learning across the departments, and its impact on the pupils' standards is not evaluated with consistent rigor.

## **6. Provision**

- There is variation in the teachers' expectations of what the pupils can do or achieve. The quality of the teaching in just under two-thirds of the lessons observed was good, and in a small number of lessons it was very good. In the most effective practice, the teachers had appropriately high expectations of the pupils' attainment and, consequently, the pupils progressed successfully in their learning. There was an element of fun and enjoyment, as the pupils engaged actively in their learning, supported well by an appropriate range of resources, including ICT. In the less effective practice, the pupils were passive as a result of over-direction by the teacher; they lacked motivation and engagement, and classroom activities were not matched sufficiently to their interests or abilities.
- While there is substantial assessment of learning by the teachers, there are limited opportunities for the pupils to understand and to assess their own, or each others', learning. The school has correctly identified differentiation within teaching as a priority, in order to maximise learning for the pupils individually.

- The pupils who receive additional support benefit from well-planned withdrawal classes. For example, the school's data indicates that the reading programmes are effective in raising standards for those pupils who attend the sessions. The teachers are not sufficiently involved in writing the individual education plans and in developing subject-specific strategies. The targets within the individual education plans are too general to inform the teachers' planning and classroom practice, and the effectiveness of the intervention strategies is not monitored.
- The learning support centre provides a nurturing learning environment and the lessons are matched well to the interests and abilities of the pupils. The progress of the pupils is carefully monitored and the school's data shows that a small number of pupils have successfully re-integrated into mainstream classes.
- The quality of pastoral care is inadequate and lacks a holistic approach to supporting the pupils effectively in developing their wider skills and dispositions, and in their learning. There is an urgent need to review the pastoral policies and practices in consultation with the pupils, parents, staff and governors, with a focus on developing a culture of ambition, improvement and achievement. It will be important that, as part of such a review, strategies for the promotion of positive behaviour are agreed and applied in a consistent manner across the school. In the parental questionnaire the parents praised the care and dedication of the staff and expressed their satisfaction with their children's progress. In the staff questionnaire, the commitment of the staff to the pupils was highlighted. In both questionnaires, behaviour management was raised as a concern.
- The school has effective arrangements in place to monitor the pastoral care and educational provision for the 14 pupils who currently attend 'education-other-than-at-school' centres. The school has moved a small number of pupils directly to such centres, however, the school should request the South Eastern Education and Library Board to make these placements, as required by Article 86 of the Education (NI) Order 1998.
- The pupils benefit from a range of opportunities, including work experience and visits to settings suitable for post-16 placement, and have access to careers information relevant to their future needs. Progress to further education is well above the NI average. The careers programme is resourced by a number of useful in-house units of work, used particularly at key transition times. The purposeful links with the North Down area learning community careers group have enriched the careers programme in recent years. It is essential that the teachers focus on enabling the pupils to develop and apply their communication skills, to assist them as they progress with their personal career pathways, and strengthen connections between careers education and other aspects of the curriculum which contribute to the care, guidance and support provided for the pupils.
- The curriculum at key stage (KS) 3 is suitably broad and balanced. At KS4, the curriculum meets the minimum statutory requirement of the entitlement framework. Analysis of the subject outcomes shows that pupils achieve relatively better in the occupational and applied subjects. It will be important to monitor the additional vocational subject choices in the curriculum at KS4 to ensure that pupils achieve meaningful outcomes and that there is access to appropriate career pathways that reflect their aspirations and abilities. A minority

of the parental responses to the questionnaire raised concerns in relation to subject choice. Whilst the current emphasis on literacy and numeracy across the curriculum is appropriate, the impact of classroom practice requires systemic and rigorous monitoring. A similar evaluation of the impact of enrichment and non-formal activities on the pupils' skills development, and the standards they attain, would help to develop future programmes.

## **7. Leadership and management**

- The school development plan (SDP) articulates clearly a number of key areas for development and improvement which the inspection endorses, including raising attainment and building the capacity for leadership throughout the school. The challenge for the senior leaders is to prioritise and refine the areas for development and to agree and implement procedures to measure the impact and effectiveness of the planned actions, specifically in learning and teaching, on the pupils' experiences and outcomes. In the questionnaires and in discussions with staff, concerns were raised in relation to aspects of leadership and of management, communication and relationships, which impact on staff morale. A more strategic and coordinated approach to self-evaluation and action-planning is needed, in order to empower leaders at all levels to lead and manage change, and to guide better the staff as a whole in bringing about school improvement. The current action plans lack sufficient emphasis on learning activities and on the holistic development of the pupils.
- The governors are supportive and committed to the life and work of the school and to the school community. They are aware of the need to improve the standards attained by the pupils and that a number of strategies have been put in place to take this work forward. Based on the evidence presented at the time of inspection, and in light of the areas for improvement, the parents, staff and school community can have limited confidence in the governors' capacity to perform an effective challenge function and to measure the school's progress in taking forward school improvement. The governors would benefit from further guidance and support in carrying out their role more effectively.
- The pupils report that they know who to speak to if they have any concerns about their safety or well-being. However, on the basis of the evidence available at the time of the inspection, the arrangements overall for safeguarding young people are unsatisfactory. As a matter of urgency, the school needs to carry out a rigorous review of safeguarding practices and pastoral care policies, including an appropriate risk assessment across the school. The ETI will visit the school again within six working weeks to monitor progress in addressing the safeguarding and pastoral care issues which have been identified.
- In general, the accommodation is poor and not conducive to learning. In some cases, the teachers have made considerable efforts to counteract these conditions and create a warm learning environment for the pupils. Despite the deficiencies, the buildings are maintained to a high standard by the caretaker and cleaning staff.



## **8. 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 main areas for improvement are the need to:

- raise the pupils' attainment in public examinations;
- ensure that the pastoral provision supports the pupils in their learning and skills development in order to improve the standards they achieve; and
- agree and implement procedures to measure the impact and effectiveness of learning and teaching strategies on pupils' experiences and outcomes.

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

## APPENDIX 1

### Performance and statistical data

#### GCSE and equivalent examination results from 2010-11 to 2012-13

Based on data held and verified by the school with ETI, the table below compares the percentage of year 12 pupils in this school achieving 5 or more GCSEs (A\* to C and A\* to E) and equivalent subjects, and with the NI average for non-selective schools in the same free school meals category<sup>4</sup>. It also gives the attainment of the percentage of pupils entitled to free school meals.

<i>GCSE and GCSE equivalent subjects - *following permitted exclusions</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	74.6	81.9	70.8
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	20.3	19.2	23.6
<i>The NI average for similar schools in the same free school meals category<sup>5</sup></i>	<i>57.7</i>	<i>68.8</i>	<i>68.8</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	12.7	13.8	15.3
<i>The NI average for similar schools in the same free school meals category</i>	<i>28.9</i>	<i>33.5</i>	<i>33.5</i>
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	61	53.1	72.2
Percentage of Year 12 entitled to free school meals achieving 5 or more GCSEs Grades A* to C or equivalent (including GCSE English and GCSE Mathematics)	8.8	9.5	4.6

*Source: Data as held and verified by the school, with DE benchmarks.*

<sup>4</sup> See benchmarking data and guidance contained in the annual DE Circulars on: ‘School Development Planning and Target-Setting’.

<sup>5</sup> See benchmarking data and guidance contained in the DE Circular 2011/03: ‘School Development Planning and Target-Setting’.

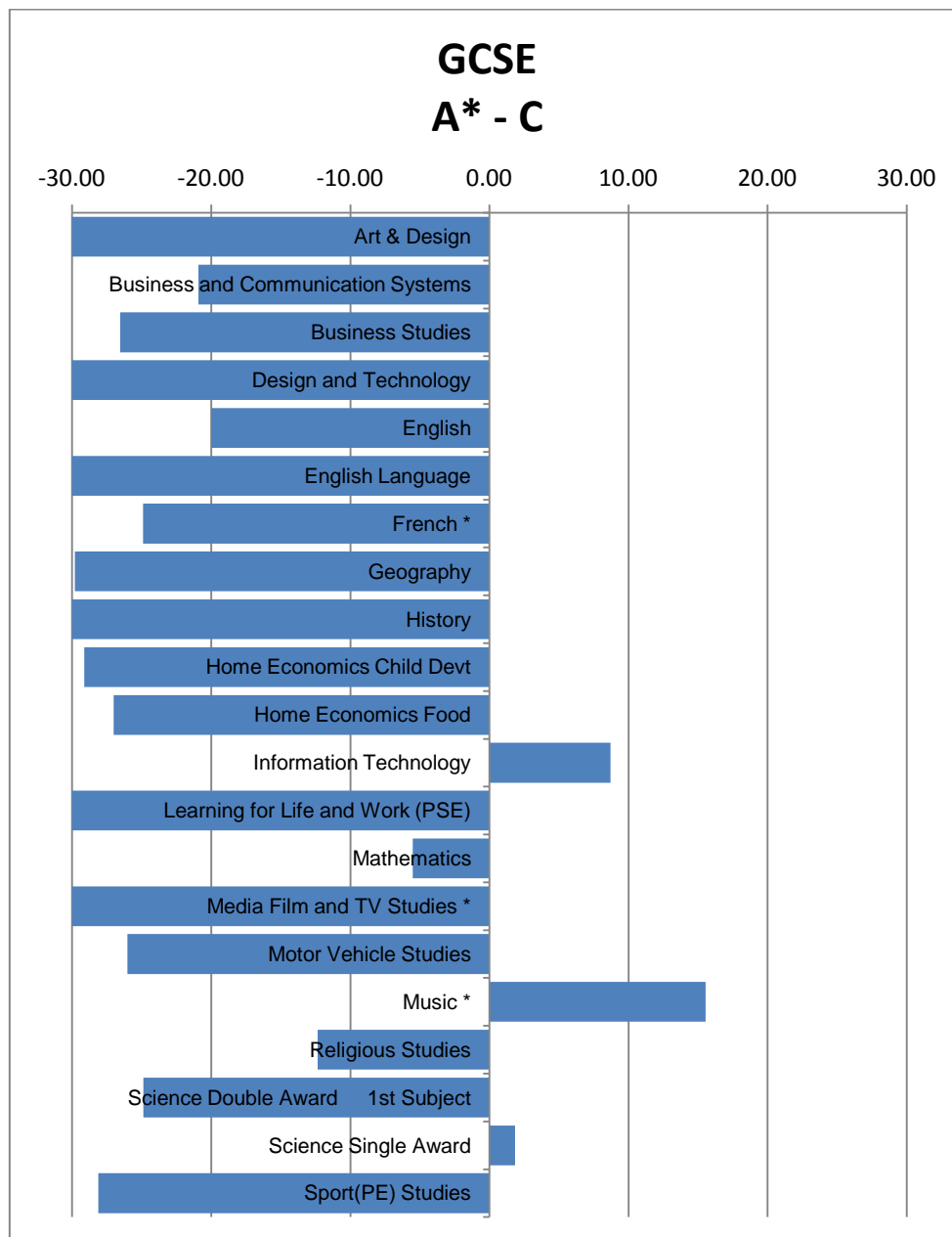
### Other examination results at key stage 4 from 2010-11 to 2012-13

Based on data held and verified by the school with ETI, the table below shows the percentage of year 12 pupils in this school achieving pass grades in vocational/applied courses equivalent to GCSE level. No average is available from the examining board (s) for the subjects in this table to facilitate comparison.

GCSE Subject	2011	2012	2013		Total entry over 3 years
	% A*-C	% A*-C	% A*-E	A*-C	
<i>Hospitality and Catering</i>	N/A	N/A	61.1	22.2	18
<i>Leisure and Tourism</i>	N/A	N/A	75	25	8
<b>Level 2</b>	% pass	% pass	% pass		
<i>ASDAN Cope</i>	100	100	100		48
<i>Occupational Studies</i>	46	67	85		45
<i>Creative Craft</i>	N/A	85	100		21

## Attainment of pupils in individual subjects at GCSE level at grades A\* to C from 2010-11 to 2012-13

Based on data held and verified by the school with ETI, the average over three years of the percentage of pupils achieving at GCSE level at grades A\* to C in individual subjects in this school is compared with the three-year NI average. The comparison is shown below as the difference between these two values; a positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons should be treated with caution.



\*indicates fewer than 30 entries over 3 years

### Leavers' destinations

Based on data held and verified by the school with ETI, the table below shows the percentage of all of the pupils from this school who leave and enter further education, higher education or employment, or are seeking employment compared with the average for non-selective schools.

	2011/12 NI %	2011/12 School %	2011/12 School Nos.
Total number of leavers			101
Employment	7.9	4.0	4
Further Education	46.0	74.3	75
Higher Education	20.1	0.0	0
Training	18.2	16.8	17
Unemployed	4.4	3.0	3
Unknown	3.4	2.0	2

**Health and safety**

- The senior management need to review the provision for practical subjects to ensure that class sizes comply with the Department of Education Circular 2013/07 on curriculum class sizes.
- There is a need for management to carry out a health and safety audit of the Technology and Design department.

**Accommodation**

- There are significant deficiencies in the accommodation.

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