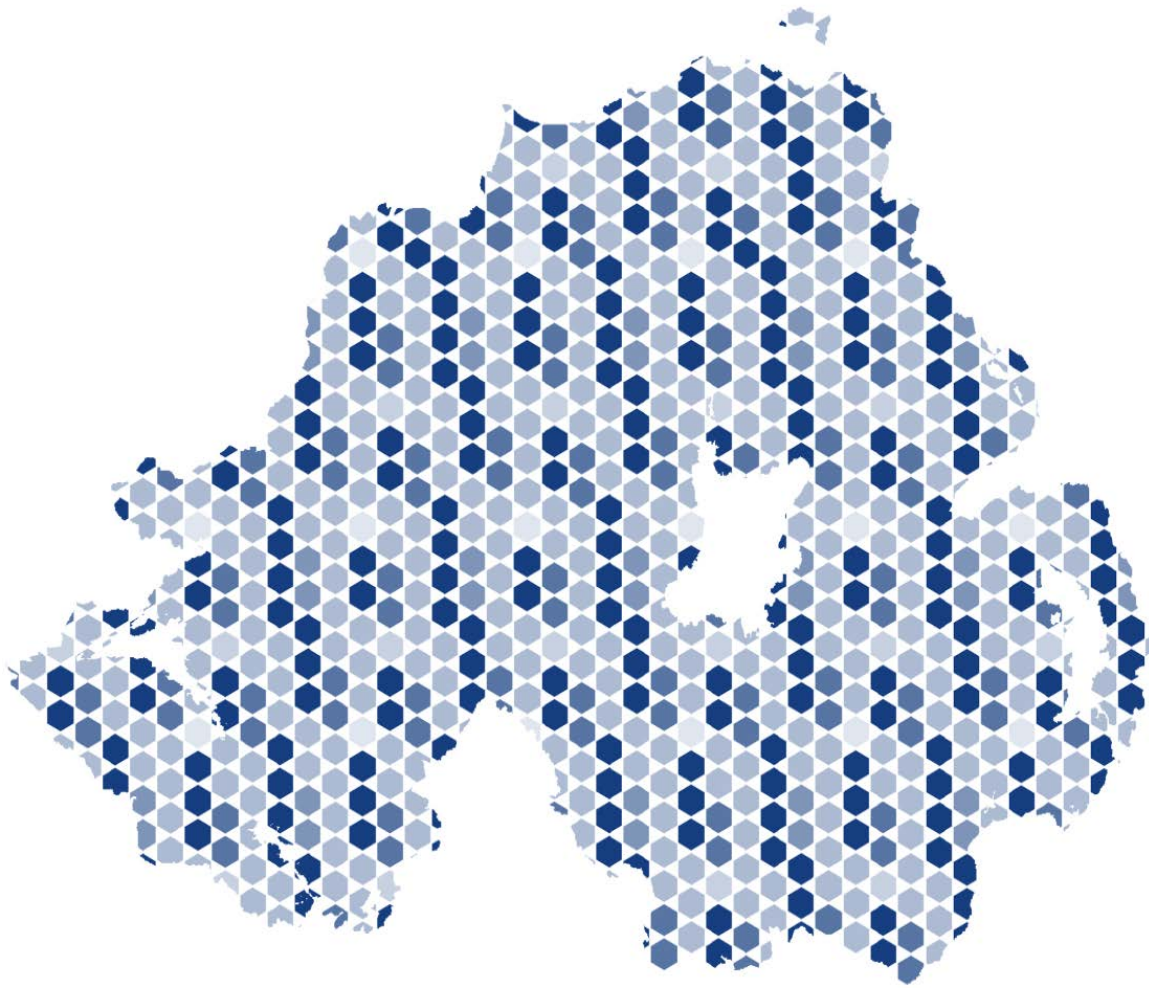


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Rainey Endowed School,
Magherafelt

Report of an Inspection in
February 2014



Providing Inspection Services for

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



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

Contents

Section	Page
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	2
4. Overall finding	2
5. Achievements and standards	3
6. Provision	3
7. Leadership and management	5
8. Conclusion	6
Appendices	

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.

Data on the returns on questionnaires 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	580	67	12 ¹	35
Teachers	53	35	67	20
Support Staff	36	9	25	*

* fewer than 5

2. Context

The Rainey Endowed School is a co-educational selective post-primary school in Magherafelt. The principal has been in post since September 2012. The current enrolment is 719, and the school is oversubscribed consistently. The pupils who attend the school come from a wide geographical area across Mid-Ulster and beyond.

¹ 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 questionnaires may be low.

Name of School: Rainey Endowed	2010/11	2011/12	2012/13	2013/14
Year 8 Intake	100	100	103	106
Enrolment	703	703	721	719
% Attendance (NI Average)	94.4 (92.6)	94.5 (93)	94.2 (92.9)	n/a
FSME Percentage ²	7.3	6.5	6.9	6.9
% (No.) of pupils on the SEN register	1.1 (8)	3 (21)	4.2 (30)	5.1 (37)
No. of pupils with statements of educational needs in the mainstream school	*	*	*	5
<i>Intake:</i>				
% of Y8 pupils with L5 English	73.0	69.0	68.9	29.4 ³
% of Y8 pupils with L5 mathematics	80.00	86.0	82.5	50.9
% of Y8 pupils with L4 and above in English	100	100	100	98.0
% of Y8 pupils with L4 and above in mathematics	100	100	100	99.0
<i>Source: data as held by the school.</i>				

* fewer than 5

3. Focus of 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
- to inform the school's planning for improvement.

4. Overall finding

Overall Performance Level	Very Good
Achievements and Standards	Very Good
Provision	Very Good
Leadership and Management	Very Good

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

³ From 2013, KS2 standards in English and mathematics are reported as Levels of Progression in Communication and Using Mathematics and cannot be compared directly with KS2 data from previous years

5. Achievements and standards⁴

- The pupils develop a high level of personal and social skills as a result of the effective teaching, care, guidance and support provided by the staff. They are confident and well-rounded and display resilience and emotional maturity. Throughout their time in the school, the pupils benefit from a wide range of additional learning experiences which have a strong pastoral dimension. They also set high expectations of themselves, and their progression rate to higher education courses is well above the average for NI schools.
- Over the past three years the percentage of pupils achieving seven GCSEs including English and mathematics, at grades A* to C has been above the NI average for similar schools. All of the year 12 pupils entitled to free school meals achieved five or more GCSEs including English and mathematics in the past two years. At grades A* to B almost all of the subjects are above, or at least in line with, the NI average for selective schools; over one-third of subjects are ten or more percentage points above the average.
- Over the past three years the percentage of pupils achieving three or more A levels at grades A* to C has been above the NI average for similar schools. Most of the subjects are above the NI average for selective schools; the majority are more than five percentage points above the average.

6. Provision

- The school continues to succeed in its well-established tradition of educating young people from differing religious and cultural backgrounds across the communities it serves.
- Most of the lessons observed during the inspection ranged from good to outstanding; just over half of the lessons were very good or outstanding. The most effective practice was characterised by expert subject knowledge with high levels of stretch and challenge that is supported by effective questioning approaches, and the use of appropriate teaching and assessment strategies to meet the individual learning needs of the pupils. There is evidence of effective planning to build on prior learning experiences and well-organised plenary sessions to assess the learning and to inform future planning.
- A whole-school approach to raising pupils' literacy skills is reflected in the high standards attained by pupils in English and English Literature, at both GCSE and A level. The co-ordinator, who is also the head of English, has effectively raised the profile of literacy and of literature across the school. A well-designed programme of staff development and the formation of inter-departmental groups have helped establish connections to develop language skills productively across most subject departments.

⁴ See Appendix for data: note that when averages are compared, they are with the average for selective or non-selective schools, as appropriate, with a similar proportion of pupils entitled to free school meals.

- Numeracy is celebrated through mathematical competitions and numeracy tasks. The pupils achieve high standards in public examinations and there is appropriate progression across key stages. In the most effective lessons, the presentation in the pupils' books is of a high quality and there is effective active learning with opportunities for the pupils to articulate and share their mathematical ideas and thinking. The school's numeracy audit has identified that more work is required in order to build on the skills development in those subjects which use numeracy, particularly to embed mental maths strategies and to ensure the pupils are able to transfer and apply their numeracy skills across the curriculum. The inspection endorses this as a key area to take forward through appropriate action planning.
- The quality and range of the pupils' experiences in the use of ICT to enhance and promote learning is variable in the school. It is timely that the school has identified this as a priority for further development in its school development plan.
- The pupils benefit from high quality pastoral care and support. Relationships between the pupils and staff are excellent at all levels throughout the school. There is a strong pupil-centred ethos of developing both social and academic skills. Communications and working relations on pastoral issues between staff, and with parents are well-established and effective. The pupils willingly engage in an extensive range of extra-curricular and enrichment programmes, including voluntary work in the community that enhances their formal learning. The sixth-form pupils take great pride in their school; they act as positive role models for the younger pupils, for example, through the valuable mentoring programme between the year 13 and the year 8 pupils. The pupils feel safe and secure in the school and know who to speak to if they have any concerns about their safety and well-being. The school promotes effectively healthy eating and physical activity.
- There is a clear commitment by the school to provide for the needs of pupils who have special educational needs and ensure their inclusion in all aspects of school life. The enthusiastic and committed leadership of special educational needs across the school is exemplary. The effective tripartite arrangement between the pupils, the parents and the learning support staff ensures that the academic and social needs of those pupils with a statement of educational need are being met effectively.
- The pupils are provided with a relevant and coherent careers programme to meet their needs and aspirations. Through their timetabled careers lessons, the pupils develop well their career planning skills to inform subject choices and potential career pathways. Careers is well-embedded into the curriculum in nearly all subject areas, and this does much to widen the pupils' knowledge and understanding of the world of work. The school has excellent links with local employers, institutions of further and higher education and the Department for Employment and Learning Careers Service. Overall the pupils are confident in making informed decisions regarding their future pathways to employment, training and in higher education.

- The curriculum provision is managed effectively. Through creative timetabling, the curriculum is appropriately broad and balanced to meet the pupils' abilities, interests and career aspirations. The curriculum is reviewed regularly to ensure that the provision provides good progression opportunities for the pupils. The school is a committed member of the Magherafelt Learning Partnership, and through its strong collaborative arrangements with three local post-primary schools and the Northern Regional College, the pupils have access to an appropriate range of applied and general courses to meet the requirements of the entitlement framework.
- The pupils have access to a wide range of extra-curricular activities in sports, the arts and cultural activities to develop their personal, social and leadership skills. Through these activities, the pupils have good opportunities to achieve additional qualifications. International links with the school are strong.

7. Leadership and management

- School development planning processes are effective. The development priorities are appropriate and set a clear agenda for improvement based on rigorous self-evaluation, and on engagement with pupils, parents and staff. Leadership and management is sufficiently strong to achieve these objectives, notably in improving further the learning experiences of pupils and in raising standards. While action planning is effective, it is important that the school articulates more clearly its longer term actions for improvement.
- The governors provide appropriate challenge to the senior leadership team and teachers in the school. They have a good understanding on the performance of the school and how it compares with similar schools. The governors are highly committed, and play an appropriate role in the school development planning process.
- The senior leadership team, comprising the principal, deputy principal and vice-principal, provide highly effective leadership of the school. They are strategically well-informed and provide a clear and achievable vision for the school. There is clear evidence of effective collegial working across the school by both senior and middle management, and good progress is being made in embedding self-evaluation across the academic and pastoral work of the school. There is an appropriate culture for improvement that is underpinned by openness and transparency, and raising leadership capacity throughout the school; roles and responsibilities are clear, and levels of accountability are strong. Staff relationships at all levels are harmonious and this contributes much to achieving the shared vision for the school. The high levels of professionalism and commitment of staff were evident clearly during the inspection and the parents, staff and school community can have a high degree of confidence in the effectiveness of both leadership and governance.
- The dispersed and poor fabric of the accommodation adversely affects the internal and external circulation throughout the school and does not provide a modern learning environment. It is not, however, impacting adversely on the pupils' learning experiences due to the effective teaching, care and guidance provided by the staff.

- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements for safeguarding children and young people. These arrangements broadly reflect the guidance issued by the Department of Education, but the school needs to review further the arrangements for all pupils moving in external circulation areas.

8. Conclusion

In the areas inspected, the quality of education provided by the school is very good.

The school is meeting very effectively the educational and pastoral needs of the pupils; and has demonstrated its capacity for sustained self-improvement.

Performance and statistical data

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

The table below compares the percentage of year 12 pupils in this school achieving 7 or more GCSEs (A* to C and A* to E) and equivalent subject with the NI average for selective schools in the same free school meals category⁵.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2011	2012	2013
<i>*Percentage of Year 12 taking GCSE & Equivalents in at least 7 subjects</i>	100	100	100
<i>*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects</i>	97.1	97.1	98.9
<i>The NI average for similar schools in the same free school meals category</i>	94.9	93.7	
<i>*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and GCSE Mathematics</i>	96.2	97.1	93.7
<i>The NI average for similar schools in the same free school meals category</i>	93.7	91.3	
<i>*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects</i>	100	100	100
<i>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)</i>	88.9	100	100

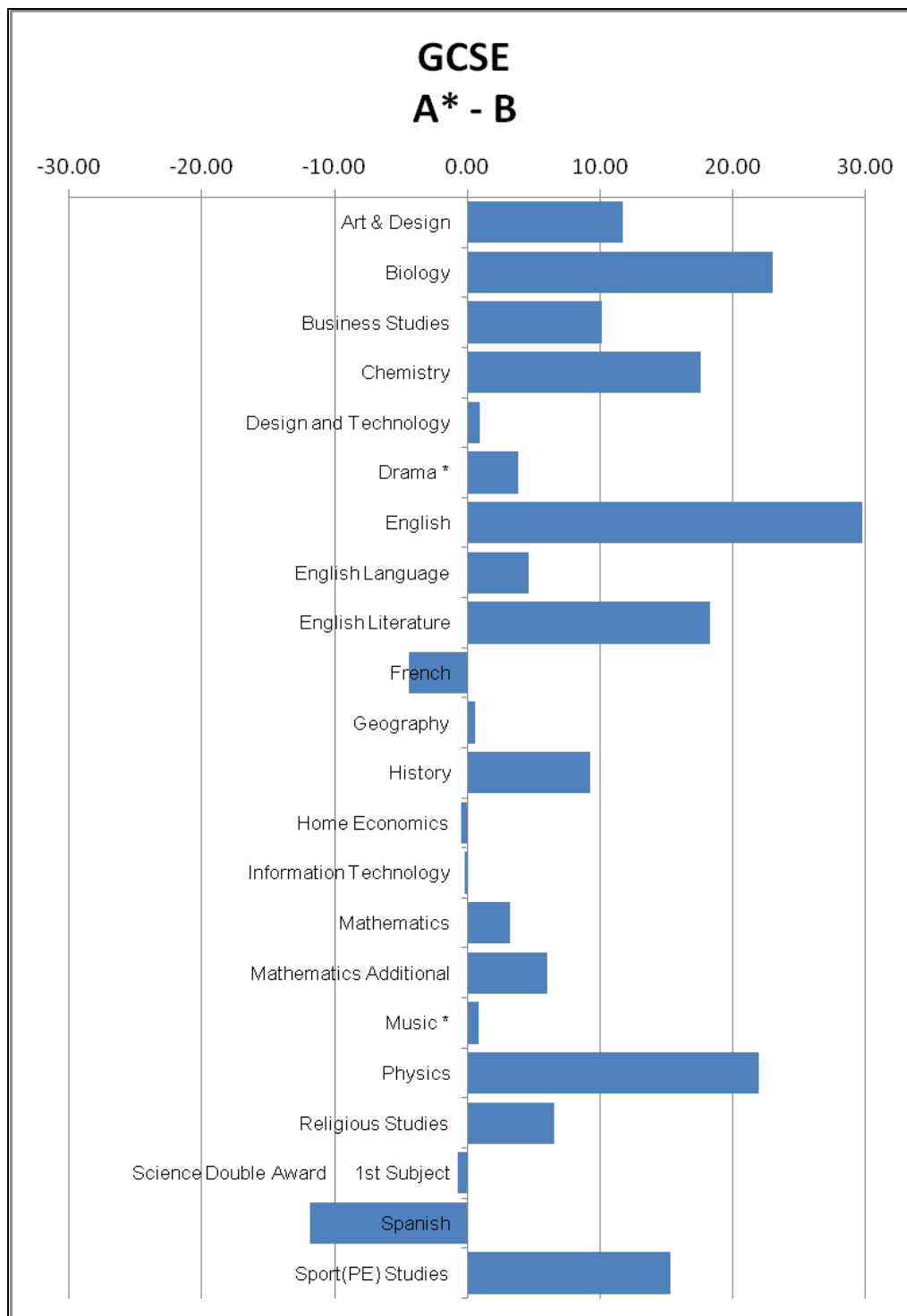
Source: Data as held and verified by the school, with DE benchmarks.

⁵ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

GCSE EXAMINATION RESULTS

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

The table below is based on the data held by the school and verified by the ETI to show attainment in individual subjects A*-B over the last three years compared to the NI average for all pupils in selective schools. The values to the left of the centre line are below the average, the values to the right are above the average.



GCE A level examination results at grades A* to C 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 14 pupils in this school achieving 3 or more GCE A levels at grades A* to C with the NI average for selective schools in the same free school meals category ⁷.

GCE A Level or equivalent	2011	2012	2013
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	100	100	100
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	78.9	80.9	78.7
<i>The NI average for similar schools in the same free school meals category</i>	<i>78.0</i>	<i>75.2</i>	<i>75.2</i>

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

Other examination results: post-16

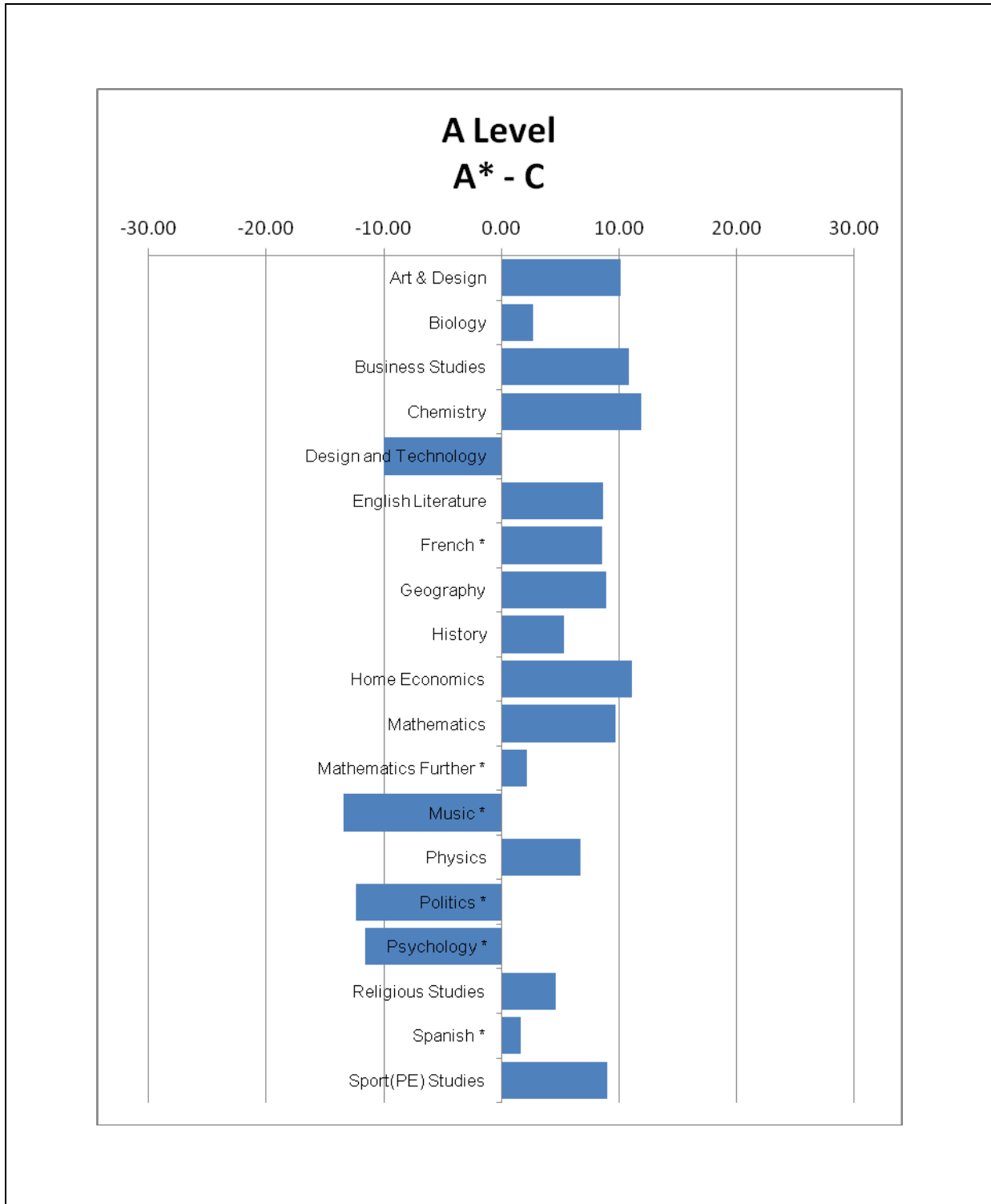
The table below shows other examinations achieved by the pupils; there is currently no benchmarking data for these examinations.

GCE Subject	2011	2012	2013	Total entry over 3 years
	% A*-C	% A*-C	% A*-C	
Applied A Level in Business Studies	100	100	100	44
Applied A Level in Health & Social Care	100	100	-	*
Applied A Level in Performing Arts	87.5	100	-	*
Applied A Level in ICT	100	95.7	95.7	63
A Level Politics	-	0	100	*

*indicates fewer than 30 entries over 3 years

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

The table below is based on the data held by the school and verified by the ETI to show attainment in individual subjects at A*-C over the last three years compared to the NI average for all pupils in selective schools. The values to the left of the centre line are below the average, the values to the right are above the average.



*indicates fewer than 30 entries over 3 years

Staying-on rate

The tables below for leavers' destinations and staying on rates are based on data held by the school and verified by ETI and are compared with the appropriate NI average for selective schools.

	NI Average	School
% Yr 12 staying on to Yr 13	95.0	96.0
% Yr 13 staying on to Yr 14	94.9	95.2

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 school to enter further education, higher education or employment, or are seeking employment compared with the average for selective schools.

	2011/12 NI %	2012/13 School %	2012/13 School Nos.
Total number of leavers			108
Employment	4	3	3
Full-Further Education	19	5	5
Full-Time Higher Education	73	87	94
Full-Time Training	2	2	2
Seeking Employment/Unemployed	2	3	4
Unknown	1	0	0

Health and safety

- There is open access to the school, and major deficiencies in accommodation.

Accommodation

- The dispersed and poor fabric of the accommodation adversely affects the internal and external circulation throughout the school and does not provide a stimulating and modern learning environment for staff and pupils to work.

© CROWN COPYRIGHT 2014

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

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

