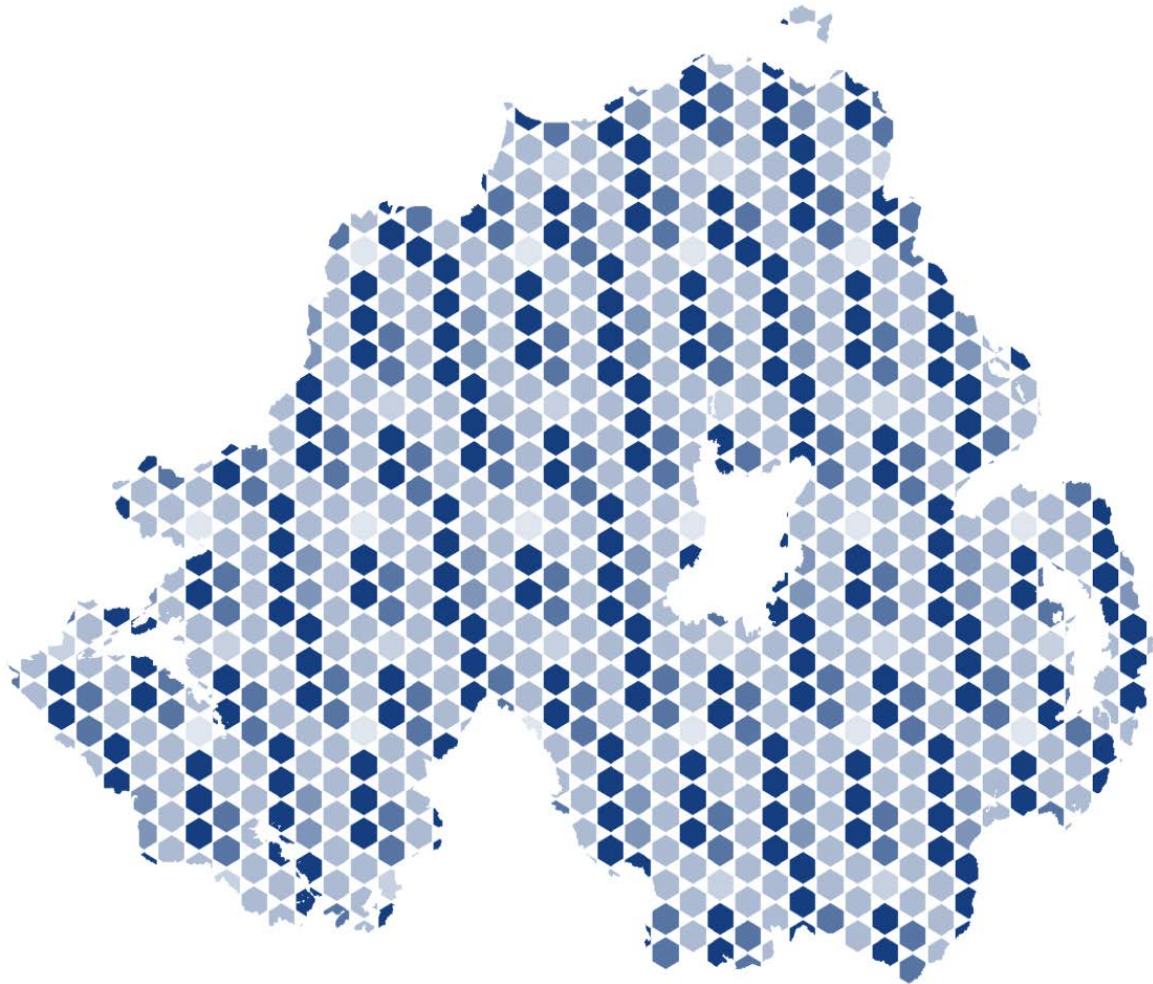


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Dean Maguirc College,
Carrickmore

Maintained, co-educational, 11-18, non-selective 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
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CONTENTS

Section		Page
1.	INTRODUCTION Including the overall finding of the inspection	1
2.	ACHIEVEMENTS AND STANDARDS	2
3.	PROVISION FOR LEARNING	3
4.	LEADERSHIP AND MANAGEMENT	5
5.	CONCLUSION	6
 APPENDICES		
	APPENDIX 1 PERFORMANCE & STATISTICAL DATA	
	APPENDIX 2 SUMMARY OF MAIN FINDINGS: English, mathematics and science	
	APPENDIX 3 ACCOMMODATION	

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 8, 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	116	49	42%	34
Teachers	32	29	91%	11
Support Staff	16	10	63%	*

* fewer than 5

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

Dean Maguirc College is situated in Carrickmore, County Tyrone, and draws its pupils from the surrounding rural areas within a radius of 15 miles; most of the pupils travel to school by bus. Approximately one-sixth of the 491 pupils are in the sixth form. Some three-quarters of the pupils enter year 8 with the expected levels of attainment in English and mathematics.

Dean Maguirc College	2009/10	2010/11	2011/12	2012/13
Year 8 Intake	80	72	68	86
Enrolment	485	473	464	491
% Attendance (NI Average)	94 (91)	94 (91)	94 (91)	N/A (N/A)
FSME Percentage	25	25	25	26
% (No) of pupils on SEN register	19 (91)	21 (101)	20 (93)	16 (80)
No. of pupils with statements of educational needs in mainstream classes	21	24	25	26
No. of newcomers	0	*	5	9
Intake				
% of Y8 pupils with L5 English	23	18	13	19
% of Y8 pupils with L5 mathematics	33	22	25	22
% of Y8 pupils with L4 and above in English	80	75	79	72
% of Y8 pupils with L4 and above in mathematics	79	72	75	73

Source: data as held by the school.

* fewer than 5

1.2 FOCUS AND SCOPE OF THE INSPECTION

The standard inspection of Dean Maguirc College 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 for the curriculum as set out in the Entitlement Framework.

1.3 OVERALL FINDINGS OF THE INSPECTION

Overall Performance Level	Outstanding
Achievements and Standards	Outstanding
Provision for Learning	Outstanding
Leadership and Management	Outstanding

2. ACHIEVEMENTS AND STANDARDS

2.1 The overall standards achieved by the pupils are outstanding¹.

KEY FINDINGS

The pupils are confident, articulate and have a positive disposition towards school and to their learning. They work well together, participate fully in class discussions and demonstrate independent learning skills. By sixth form, the pupils take on responsibility willingly and with confidence.

Data on Year 12 (Key Stage 4) performance

GCSE and GCSE equivalent subjects - *following permitted exclusions	2010	2011	2012
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	98.9	95.3	91.4
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	60.0	72.1	79.8
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>Above average</i>	<i>Above average</i>	<i>Well above average</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	44.4	52.3	43.2
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>Well above average</i>	<i>Well above average</i>	<i>Above average</i>
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	90.0	88.9	90.1
Percentage of FSM entitled school leavers achieving 5 or more GCSEs Grades A*-C or equivalent (including GCSE English and GCSE Mathematics)	26.9	32.0	22.2

Source: Data as held and verified by the school, with DE benchmarks²

The standards that the pupils attain at General Certificate of Secondary Education (GCSE) level are outstanding. The proportions of pupils achieving five or more subjects at grades A*-C have been above the average for similar non-selective schools and are showing an improving trend. When English and mathematics is included, the proportions have, on average over the three years, been well above the NI average.

The performance of all of the individual GCSE subjects over the past three years, at grades A*-C is well above the corresponding three-year Northern Ireland (NI) average.

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

² DE Circular 2011/03: 'School Development Planning and Target-Setting'.

Most of the pupils who require additional support make very good progress in their learning and are successful in public examinations by the end of Key Stage (KS) 4.

Data on Year 14 (A2) performance

GCE A Level or equivalent	2010	2011	2012
Percentage of Year 14 taking A2 levels & Equivalentents in at least 3 subjects	96.8	100	100
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	100	100	100
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	80.6	88.5	68.8

Source: Data as held and verified by the school.

In the sixth form, almost all of the pupils are entered for three or more Advanced (A) levels or equivalentents and the proportions of pupils achieving three or more subjects at grades A*-C or equivalent are well above the average for similar schools. A majority of the A level subjects are above the corresponding three-year NI average for all schools. The standards attained by the pupils at General Certificate of Education (GCE) Advanced (A) Level are very good. The performance of the pupils taking other equivalent courses is outstanding. Most of the pupils in year 14 progress from A level study into higher education.

3. PROVISION FOR LEARNING

3.1 The quality of the provision for learning is outstanding.

KEY FINDINGS

3.1.1 The quality of the provision for learning, teaching and assessment is very good.

The provision in English is outstanding, and in mathematics and science, it is very good³.

The quality of short-term and whole-school planning is very good. In the best practice, the teachers evaluate their lessons and review their planning by annotation and amendment which informs future teaching and learning.

The quality of the teaching observed ranged from outstanding to satisfactory, with almost all being good or better; in over half the lessons, it was very good or outstanding.

In the more effective lessons, the teachers had high expectations of what the pupils could achieve and developed well their confidence and self-esteem, and the lessons had pace and challenge and often involved meaningful and interesting contexts. The pupils enjoyed the classes because of the effective learning strategies used and the infectious enthusiasm of the teachers.

The teachers' use of performance data to track the pupils' progress and inform the teaching and learning is outstanding. The teachers mark the pupils' work regularly and, in the best practice, the pupils receive effective feedback to help them not only improve, but also develop a positive disposition to attempting new and challenging work. The pupils are also encouraged to self-assess and peer-evaluate the work produced.

³ For detailed findings of the provision in English, mathematics and science see Appendix 2.

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

KEY FINDINGS

The quality of the pastoral care is outstanding.

The pupils are welcoming and courteous; they engage confidently with one another and with adults. In discussions with the inspectors, they expressed a strong sense of loyalty and belonging to the school community. The pupils in sixth form display a high level of responsibility towards the junior pupils through their roles as cara prefects⁴ and bus prefects. The pupils have a strong, effective voice and contribute meaningfully to school development through the active school council. They are well aware of what to do if they have any concerns about their safety or well-being.

The outstanding quality of the arrangements for pastoral care is underpinned by the high level of commitment of the whole staff to the welfare of the pupils. There is effective integration of pastoral care and the curriculum, with a clear focus on meeting the needs of all of the pupils so that they attain the highest standards of which they are capable.

The provision for pastoral care is led very effectively by the vice-principal. She is supported ably by a team of dedicated form teachers who know the pupils very well, respond promptly to their concerns and communicate effectively with the parents.

The pupils are encouraged to adopt healthy lifestyles through the very good attention given to healthy eating and physical activity. For example, there are healthy break and lunch options in the canteen, a wide range of curricular and extra-curricular sports coaching and well-used spaces for physical activity at break and lunchtime.

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

The pupils with special educational needs are integrated well into all the lessons. Most engage readily with their learning and are very positive about their experiences in the school and the support they receive. The individual education plans, prepared through effective consultations, have appropriate literacy, numeracy and subject targets. The targets are based on rigorous and detailed assessment of the pupils' needs which is shared with all staff. The pupils and teachers are supported effectively in the lessons by the classroom assistants, who place an appropriate focus on encouraging the pupils for whom they have responsibility and others within the class, to develop independence. The impact of the intervention strategies for the pupils with additional needs in literacy and numeracy is good. These pupils have the same opportunities as others to access a good range of curriculum pathways; they achieve appropriate qualifications to enable them to progress to post-16 provision in the school or a college of further education.

The high priority given to the provision for special educational needs benefits from the strong links between the special education needs co-ordinator (SENCO), who leads the provision very effectively, the principal and the co-ordinators of literacy and numeracy.

⁴ Each junior class is assigned a cara (friend) prefect who supports the form teacher and befriends the pupils.

The quality of the provision for CEIAG is outstanding.

All pupils have good access to independent, impartial advice and guidance. They are able to make appropriate choices which are informed by a well-planned programme of visiting guest speakers and careers visits with good use of work experience at years 11 and 13. There is good progression in their experiences, skills and qualities. By the end of year 14 the majority of pupils have a very good understanding of the world of work, of the education and employment opportunities that are available to them.

The careers co-ordinator has a clear vision and reviews, monitors and evaluates comprehensively the quality of CEIAG. The teachers maximise the pupils' potential and identify and support access to appropriate pathways for the transition to life after school.

3.1.3 The curricular provision for the pupils is outstanding.

The curricular provision for the pupils at KS3, KS4 and sixth form is outstanding.

The school provides a suitably broad and balanced curriculum which is suited to the ability levels and career aspirations of all the pupils. The school is meeting the Entitlement Framework requirements at KS4 and post-16 and makes a good contribution to the Omagh Area Learning Community and the Mid Tyrone Learning Partnership.

4. LEADERSHIP AND MANAGEMENT

4.1 The overall quality of leadership and the management is outstanding.

KEY FINDINGS

The principal is highly committed to the welfare and education of the pupils, the work of the school and the school's role in serving the community. He has also developed a strong collegial ethos in which teachers with responsibilities feel trusted and supported. He is supported in this role by a very effective vice-principal and senior leadership team (SLT).

Three teams of teachers have been established who guide appropriately the development of learning guidance, STEM⁵ and information and communication technology. In addition, a fourth middle leadership team works effectively to support school improvement through, for example, self-evaluation and the sharing of good practice. The capacity of the middle manager has been identified by the principal as an area of development. Consequently, members of the SLT have taken on the responsibility for coaching middle managers. A majority of the teachers are involved in the four teams and through this membership are empowered to develop their role in the leadership and management of the school.

A significant strength of the management arrangements is the clear communication and liaison across the teams with responsibility for CEIAG, pastoral care and special educational needs which ensures that the pupils receive care, guidance and support in a cohesive and holistic manner.

The current school development plan meets the requirements of the School Development Plan Regulations (NI) 2010. For the current year, there are twelve action plans addressing priorities identified through appropriate consultation. Most of the targets within these action plans are focused on tasks to be completed rather than on clearly-defined improvement of the provision. There is a need to develop further the place of self-evaluation in prioritising the key development targets and in reviewing progress against measurable success criteria.

⁵ STEM: science, technology, engineering and mathematics

The leadership of the middle managers is very effective. Purposeful development work is undertaken by all departments and identified in their action plans. Appropriately, subject departments complete annually an analysis of their examination performance. Through analysis and discussions, both formal and informal, the principal provides effective challenge to the subject leaders on any underachievement. Where appropriate, the subject leaders identify specific development targets to address performance falling lower than the agreed standard.

The governors are well informed about the life and work of the school. They complement well the work of the Principal and SLT in leading and managing the school. A number of sub-committees enable the governors to manage and fulfil their role.

The ETI reported to the principal and the representatives of the governors the very few concerns emerging from the questionnaires and, where appropriate, these have been commented on within the report. The governors expressed their strong appreciation of the work of the principal and staff, and raised their concerns about the quality of the accommodation.

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

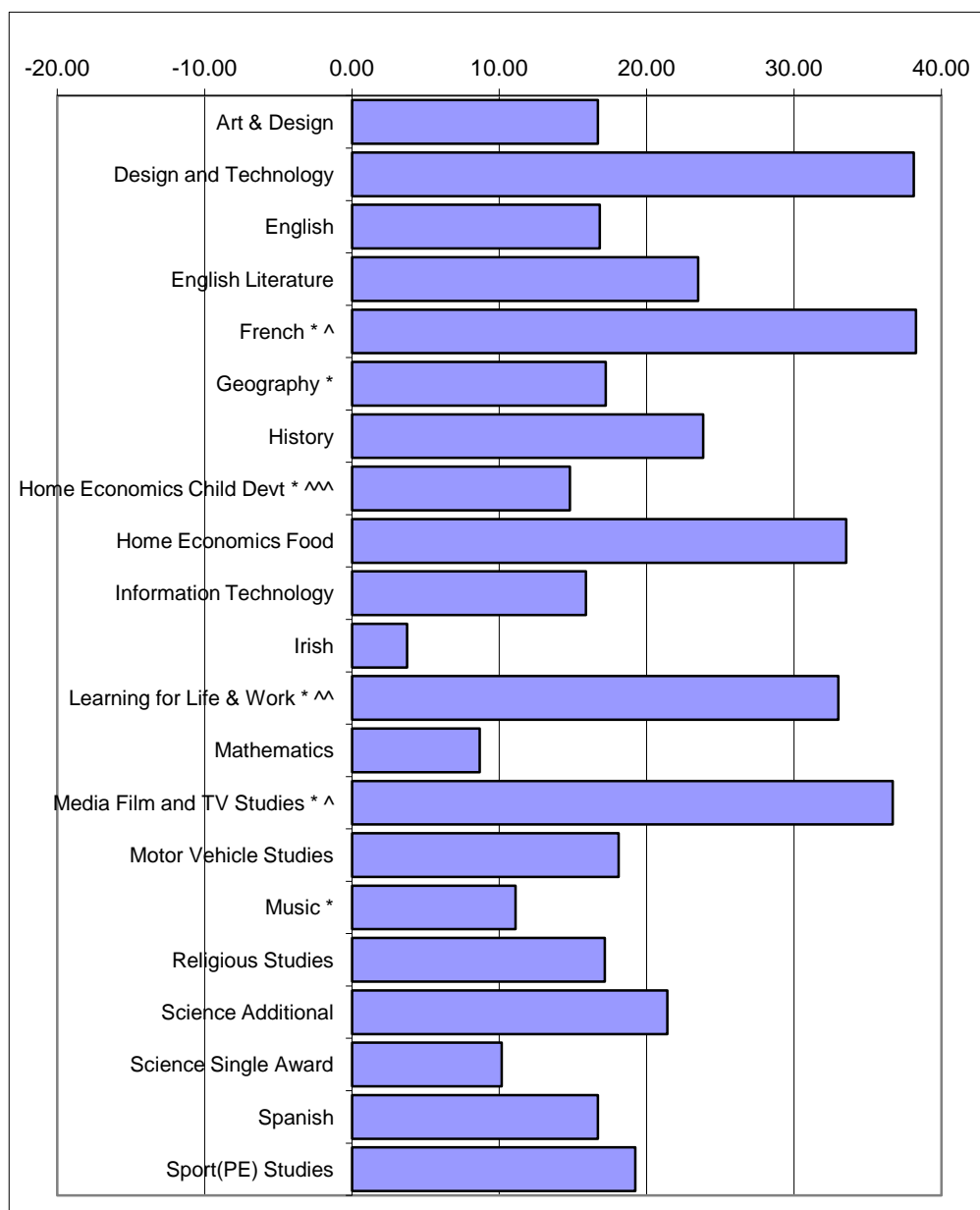
5. CONCLUSION

5.1 In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

5.2 It is important that the employing authority, school governors and staff plan for, and manage, issues related to the sustainability of the school provision and the school budget, in order to address the future needs of the pupils and the staff.

GCSE EXAMINATION RESULTS

Comparison with the three-year NI average at grades A* to C 2009-10 to 2011-12



- * fewer than 30 pupils
- ^ no pupils entered in 2010
- ^^ pupils entered in 2012 only
- ^^^ no pupils in entered 2011

OTHER EXAMINATION RESULTS: KEY STAGE 4

Health and social care	2010	2011	2012	Total entry over 3 years
	% A*-C	% A*-C	% A*-C	
GCSE		100%	100%	34

Occupational Studies	2010	2011	2012	Total entry over 3 years
Level 1	5%	18%	32%	70
Level 2	95%	82%	68%	

ICT	2010		2011		2012		Total entry over 3 years
Short Course	A* - C	A* -G	A* -C	A* - G			42
	50%	100%	65%	100%			

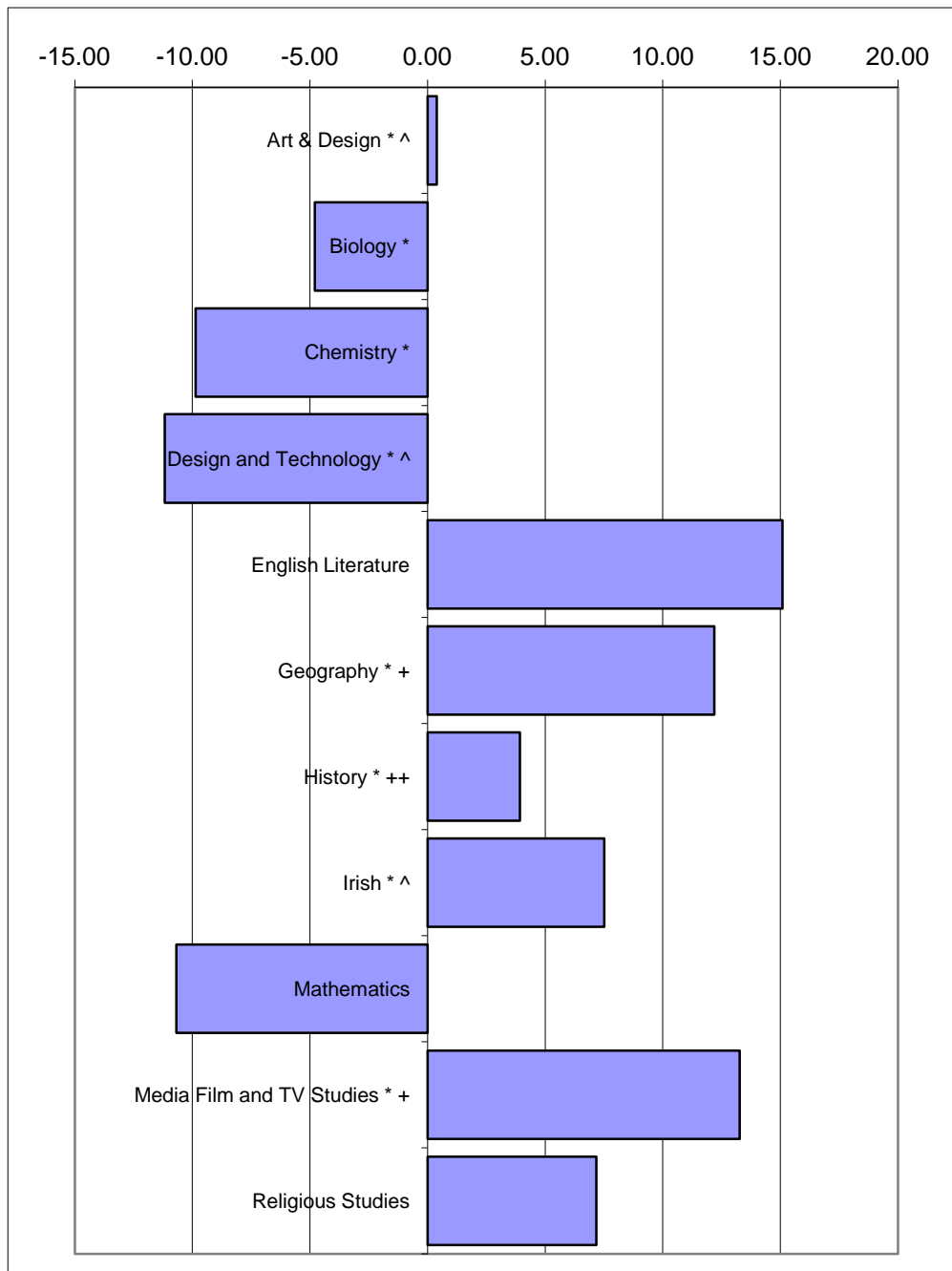
ICT	2010	2011	2012	Total entry over 3 years
National			Level 1	5
			100 %	

Religion	2010			2011			2012			Total entry over 3 years
	Level			Level			Level			35
Entry Level	1	2	3	1	2	3	1	2	3	
	38.5%	15.4%	46.1%	25%	50%	25%	50%	50%	-	

Essential Skills	2010	2011	2012	Total entry over 3 Years
Application of Number			Level 1	10
			100%	

GCE EXAMINATION RESULTS

Comparison with the three-year NI average at grades A* - C 2009-10 to 2011-12



- * fewer than 20 pupils
- ^ no pupils entered in 2010
- + pupils entered only 2011
- ++ no pupils entered in 2012

OTHER EXAMINATION RESULTS: KEY STAGE 5

Subject	2010		2011		2012		Total entry over 3 years
	A* - C	A* - E	A* - C	A* - E	A* - C	A* - E	
GCE/Level 3							
Applied Business Studies (Single Award)			100%	100%			**
Applied Health & Social Care (Double Award)	93.75%	100%			81.8%	100%	38
Applied ICT (Single Award)	92.3%	100%	100%	100%	100%	100%	40
BTEC Construction	100%	100%	100%	100%			18
BTEC Agriculture			66.6%	100%			**
BTEC Childcare	100%	100%	100%	100%	100%	100%	10
BTEC Media (TV & Film)					100%	100%	**
BTEC Media (Computer Games Development)	50%	100%					**

Other courses taken in the last three years.

** fewer than 5

STAYING ON RATE (Current year13/14 as proportion of year 12 from 1/2 years previously)

Year 13	54.7	NI Av. Year 13		47.9
Year 14	37.9	NI Av. Year 14		36.5

LEAVERS' DESTINATIONS

	Year 12	NI %	Yr 13/14	NI%
Total Number of Leavers	53		31	
Another School	17%	15.8	0%	2.5
Employment	2%	4.4	3%	11.7
Full-time Further Education	36%	45	13%	31.1
Full-time Higher Education	N/A	N/A	81%	38.5
Full-time Training	45%	28	3%	6.5
Seeking Employment/Unemployed	0%	3.5	0%	6.6
Unknown/Long Term Sick/Pregnant	0%	3.3	0%	3.1

SUMMARY OF THE MAIN FINDINGS: ENGLISH, MATHEMATICS AND SCIENCE

English

The quality of provision in English is outstanding.

The main strengths of the English provision are:

- the outstanding standards achieved by the pupils, including in public examinations;
- the quality of the teaching observed which ranged from outstanding to good with the majority being very good;
- the commitment and enthusiasm of the teachers who work closely as a team;
- the outstanding leadership of the head of department who leads by example and promotes English and literacy across the school and in the wider community;
- the close collaboration with the SENCO which helps raise standards for all the pupils; and
- the high levels of engagement and motivation among the pupils.

Mathematics

The quality of provision in mathematics is very good.

The main strengths of the mathematics provision are:

- the very good outcomes at GCSE and GCE A level, the pupils' enjoyment of mathematics and the high uptake at A level;
- the quality of the learning and teaching observed which was very good overall and focused on the development of the pupils' problem solving and reasoning skills;
- the high expectations of the teachers who contextualise the learning and instil in the pupils a belief that they can experience enjoyment and success in mathematics;
- the very strong STEM profile and the high proportion of A level maths pupils who progress to STEM-related courses in further and higher education;
- the rigorous use of data by the departmental team to build a mathematical profile for each pupil, track their progress and identify underachievement where it occurs at the earliest stage; and
- the outstanding leadership of mathematics across the school and the very effective monitoring and evaluation of all aspects of the provision.

Science

The quality of provision in science is very good.

The main strengths of the science provision are:

- the very good ethos throughout the department and, in particular, the excellent working relationships in all the classes;
- the quality of the teaching observed, two-thirds of which was very good or outstanding;
- the range of teaching strategies provided for the pupils, particularly the opportunities to engage in practical work;
- the hard-working teachers who are committed to ensuring the pupils achieve high standards in external examinations;
- the very good leadership and management provided by the head of department; and
- the outstanding results achieved by the pupils at GCSE level.

ACCOMMODATION

The accommodation for learning and teaching is deficient in a number of important areas. Just under half of the general classrooms are located in temporary accommodation; some of these temporary classrooms are in poor condition. In addition the accommodation in a number of the practical subjects is poor.

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