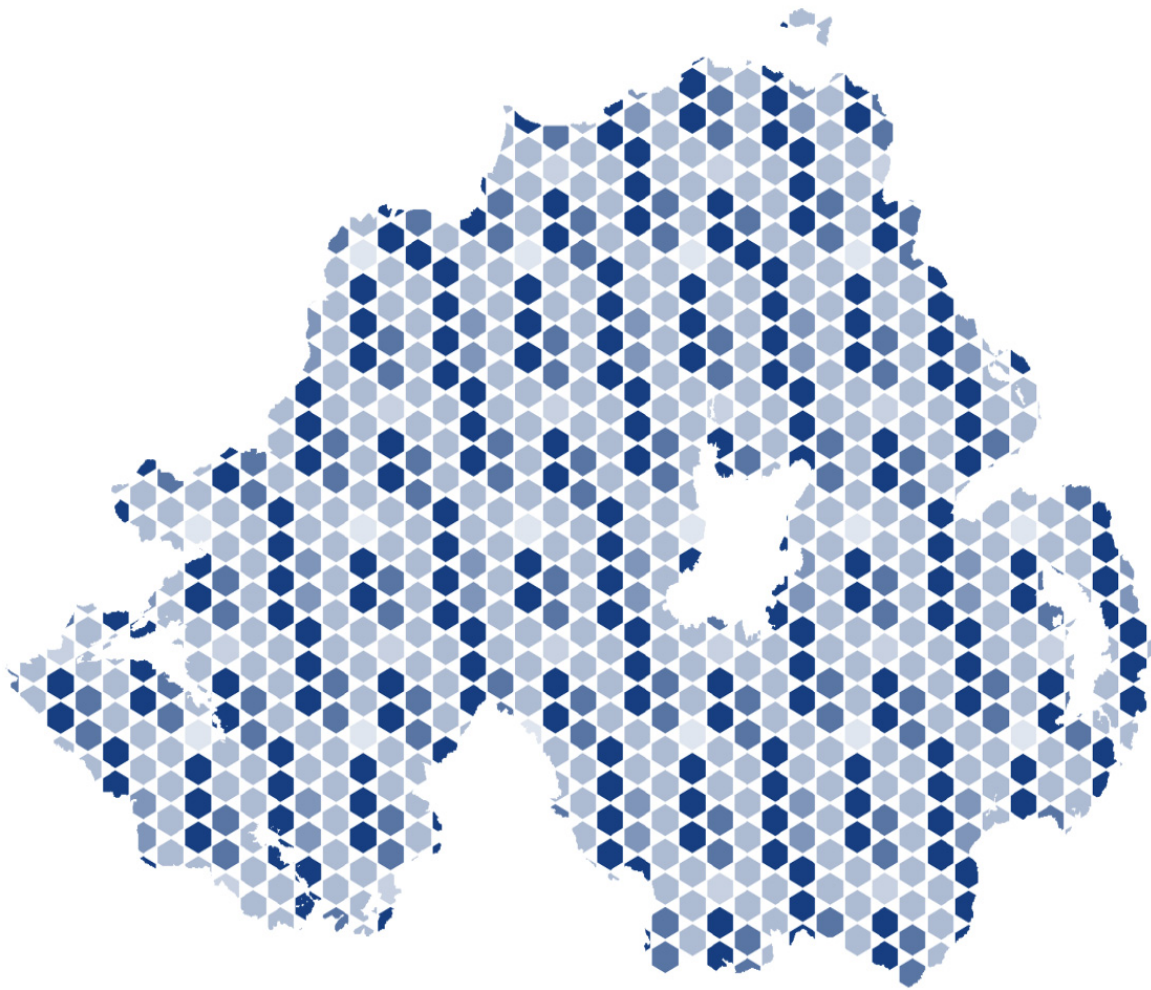


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Drumglass High School,
Dungannon

Report of an Inspection
in April 2011



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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

1. INTRODUCTION

1.1 SCHOOL CONTEXT

Drumglass High School is a controlled co-educational non-selective 11-18 school situated in Dungannon, Co Tyrone. The school draws its pupils from the town and the surrounding, mainly rural, area. In the last three years the enrolment has remained steady and currently is 384. There are 53 newcomer pupils. The school has identified 22% of the pupils as requiring additional support with aspects of their learning, and 16% of the pupils are entitled to free school meals.

1.2 FOCUS OF THE INSPECTION¹

The inspection focused on:

- achievements and standards;
- learning and teaching with a particular, but not exclusive, focus on key stage (KS) 3;
- curriculum provision across a wide range of subjects with a particular focus in English, mathematics and languages; and
- leadership and management at all levels across the school.

The inspection also focused on the provision for pastoral care and the arrangements for child protection; the provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life; progress towards the Entitlement Framework and the provision for careers education (CEIAG); and the provision for information and communication technology (ICT) across the curriculum. The views of the pupils, parents, teachers, support staff and Board of Governors (governors) were taken into account in the inspection.

2. OVERALL FINDINGS OF THE INSPECTION

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching, special educational needs (SEN), pastoral and curricular provision, and in leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on the organisation's progress in addressing the areas for improvement.

2.1 SUMMARY OF MAIN FINDINGS

2.1.1 The main strengths of the school include:

- the well-behaved pupils who demonstrated positive attitudes to learning during the inspection;
- the good overall standards at GCSE level achieved by the pupils;

¹ The key questions and quality indicators which guide inspection and self-evaluation in post-primary schools 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>

- the very good quality of the provision for CEIAG; and
- the integration of newcomer pupils and their contribution to the life of the school.

2.1.2 The main areas for improvement are:

- the quality of leadership and management, including the working relationships, across the school; and
- the need to develop, and implement consistently, effective monitoring and evaluation processes and to identify and plan effectively for priorities for improvement.

It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the sixth form provision in particular, in order to address the current and future needs of the pupils and the staff.

A summary of the main findings for the specialist subject areas under focus can be found in Appendix 1.

3. THE VIEWS OF PUPILS, PARENTS, TEACHERS, SUPPORT STAFF AND GOVERNORS OF THE SCHOOL

3.1 The arrangements for the inspection included the opportunity for the parents, teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the governors and groups of pupils from years 8, 10, 12, 13 and 14².

3.2 The responses from the parental questionnaires indicate that most of the parents support and appreciate the work of the school. In the additional written comments, they highlighted the care and guidance provided for the pupils, the commitment of the staff and their satisfaction at how specific issues have been addressed. A few of the parents raised concerns related to aspects of teaching, pupil behaviour, post-16 subject choices and their dissatisfaction at how a small number of specific issues have been addressed.

3.3 The responses from the teacher and support staff questionnaires indicate that: nearly all of the teachers and support staff like working in the school and they feel that the management promotes the care and welfare of the pupils and celebrates their achievements. A majority of the written comments highlighted concerns; these related to, in particular, aspects of leadership and management, communication and relationships, and inconsistencies in implementing the positive behaviour policy.

3.4 In meetings with governors, they expressed their support for the work of the school and highlighted the good standards achieved by the pupils. They expressed concern at the strained relationships among staff and between staff and governors.

3.5 In the discussions held with the pupils in years 8, 12, 13 and 14 they talked with appreciation of the support they receive from most of the teachers for their learning, of the wide-ranging extra-curricular activities and of the very good quality careers education and guidance programme available to them. They indicated that they are aware of what to do, and who to talk to, if they have any concerns about their personal safety and well-being.

² The number of questionnaires issued and returned, and the numbers containing written comments are shown in Appendix 2.

3.6 The Inspectorate has reported to the Principal, and representatives of the governors, the areas of concern emerging from the questionnaires and the discussions, which are addressed, where appropriate, in this report.

4. KEY FINDINGS OF THE INSPECTION

4.1 ACHIEVEMENT AND STANDARDS

Overall the attainments and standards achieved by the pupils, including those with additional learning needs, are good.

During the course of the inspection, most of the pupils were well-behaved, motivated and demonstrated positive attitudes to learning.

The newcomer pupils are well integrated and make a valuable contribution to the life of the school.

Over the last three years, the percentage of pupils obtaining five or more GCSEs at grades A* to C has remained consistently above the Northern Ireland (NI) average when compared with similar schools. Over the same period, the percentage obtaining five or more GCSEs at grades A* to C, including English and mathematics, has fluctuated slightly but remains above the NI average compared with similar schools. Almost two-thirds of the subjects at grades A* to C are 10% or more above the NI average for non-selective schools.

However, in the areas inspected, there are variations in attainment in mathematics and English. In order to improve the standards being achieved by the more able pupils in mathematics, the school needs to review the examination entry policy. The school also needs to provide access to a wider range of external accreditation opportunities in English to meet the needs of all of the pupils.

Over the same three-year period, the small number of pupils achieving A* to E in two or more subjects at General Certificate of Education (GCE) Advanced Level has fallen below the NI average. The very small number of pupils achieving grades A* to C in at least three subjects has remained steady.

More detail of the results achieved in public examinations can be found in Appendices 3 and 4.

4.2 PROVISION FOR LEARNING

Overall, the quality of the teaching, learning and assessment in the provision, including the provision for SEN is satisfactory.

4.2.1 LEARNING AND TEACHING

The quality of the teaching in the lessons observed ranged from inadequate to outstanding.

In the best practice, in just over one-half of the lessons seen, the teachers plan thoroughly to ensure appropriate pace and challenge, share well-focused learning intentions with the pupils and enable them to evaluate their progress throughout and at the end of the lesson. The teachers use a wide range of resources (including ICT) and strategies effectively to engage the pupils in meaningful tasks with a real sense of purpose and audience.

The withdrawal support for newcomer pupils is good and provides an effective balance of support and challenge for them.

The additional reading support provided by the classroom assistants is good; they know the pupils with whom they work well and use effective techniques to develop the pupils' reading and comprehension skills.

The less effective practice, in almost one-half of the lessons seen, is characterised by poor classroom management and low expectations of the pupils by the teachers who set tasks which do not motivate or engage them. There is a need for work which better matches the abilities of all the pupils.

While appropriate staff development and suitable resources have been provided to support the wide range of needs in the classes, the school does not monitor their effectiveness and their impact on the outcomes for the pupils with sufficient rigour.

The quality of the recently-revised individual education plans is poor and their use to inform the teaching varies greatly across subject departments. Overall statements of the pupils' assessed needs are not clear and fail to inform subject planning and specific targets. The targets need to be focused more effectively on how teaching supports the learning.

The overall strategic planning for SEN and for the work of the special educational needs coordinator needs to be reviewed. More account needs to be taken of data from a range of sources, including the various support programmes, to inform planning better, and, in some instances, to provide better equality of access for some pupils.

4.2.2 CURRICULUM PROVISION

The pupils at KS3 are provided with a suitably broad and balanced curriculum. The Principal and the senior leadership team (SLT) have demonstrated a clear commitment to the rationale underpinning the Entitlement Framework and the school plays an active role in the Dungannon and Cookstown Area Learning Community (ALC).

At KS4, the school has extended the curriculum provision to include a wider range of pathways in order to meet the pupils' needs and career aspirations more fully. Most of the pupils accessing courses within the ALC attend the South West College Campus in Dungannon and outreach courses are provided by the Southern Regional College Campus in Armagh.

Provision, post-16, also benefits from the extensive links within the local Dungannon Learning Partnership. It will be important for the school to monitor and review its post-16 provision to ensure that the pupils are given a sustainable opportunity to follow educational pathways which are most appropriate to their needs and interests.

4.2.3 PASTORAL CARE

While the quality of the arrangements for pastoral care is satisfactory overall, there is a lack of clear strategic direction for the further development and, in particular, the evaluation of all aspects of the pastoral programme.

The key features of the provision include: the good behaviour of most of the pupils as they move about the school freely and with a clear sense of order; the caring support given by most of the staff to pupils to enable them to overcome personal difficulties and to improve their learning; the professional development programme within the school to develop the role of the form tutor; and the effective strategies to improve attendance.

Senior leadership needs to monitor and evaluate more systematically the quality of pastoral and curricular provision throughout the school and the extent of the effectiveness of both to enable the pupils to achieve their very best; and to develop a more effective reward system for positive behaviour at KS3 and 4.

4.2.4 SAFEGUARDING

The school has very good, comprehensive arrangements in place for safeguarding young people which reflect the guidance issued by the Department of Education.

4.2.5 CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

The overall quality of the CEIAG is very good: the coherent and progressive programme from year 8 to year 14 is focused appropriately on developing the pupils' knowledge, understanding and skills to inform their personal career planning. The pupils use up-to-date information to assist them in their decision making and they have a very good understanding of the education, training and employment pathways available to them. They benefit from a wide range of work-related learning experiences, including enterprise activities, work placements and interview skills training, which help them to develop their self awareness and employability skills.

The acting head of careers provides very effective leadership. He promotes a collegial approach within the department and he, and the team of suitably qualified teachers, are strongly committed to and effective in supporting the needs of the individual pupils. Appropriate priorities for further development have been identified through effective monitoring and evaluation of the CEIAG provision.

5. LEADERSHIP AND MANAGEMENT

The overall quality of strategic leadership and management currently lacks cohesion and is inadequate.

5.1 The Principal has been in post for 10 years and has recently returned to work following a period of absence. She makes a personal teaching commitment of approximately six hours a week and is clearly committed to the welfare of the pupils.

5.2 Since her return to post a new management structure has been put in place, but the roles and responsibilities within this structure are neither sufficiently defined nor well understood by the post-holders.

5.3 There are poor working relationships and poor communication within the SLT itself and between the SLT, the staff and the governors. As a result, there is a lack of collegial responsibility for school improvement and the expertise and potential of the teachers is not systematically harnessed to take forward the work of the school.

5.4 The school development plan (SDP) does not meet the statutory requirements. There is a need to develop, and implement consistently, effective monitoring and evaluation processes, including much wider consultation with all stakeholders and better use of data; to identify the priorities for improvement; and to inform the SDP and associated action plans. The school requires external support to improve leadership capacity at all levels.

6. **CONCLUSION**

6.1 In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching, SEN, pastoral and curricular provision, and in leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate will monitor and report on the organisation's progress in addressing the areas for improvement.

6.2 It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the sixth form provision in particular, in order to address the current and future needs of the pupils and the staff.

6.3 The Education and Training Inspectorate will monitor and report on the organisation's progress in addressing the areas for improvement.

SUMMARY OF THE MAIN FINDINGS FROM THE AREAS UNDER FOCUS

English

The quality of the provision for English is good.

The strengths include:

- the commitment and hard work of the head of department and the teachers;
- the good or better quality of the teaching in most of the lessons observed;
- the very good achievements at GCSE English and the good standards of work demonstrated by a majority of the pupils;
- the good support for pupils with additional learning needs; and
- the very good quality of the learning environment where pupils' work is attractively displayed.

The areas for improvement include the need to:

- develop and promote consistency in the quality of teaching, learning and assessment by sharing existing good practice; and
- provide access to a wider range of external accreditation opportunities in English to meet the needs of the pupils.

Mathematics

The quality of the provision for mathematics is inadequate.

The strengths of the mathematics provision include:

- the good standards achieved at GCSE by most pupils of low or average ability;
- the good relationships between the teachers and the pupils in the majority of the lessons observed; and
- the willingness and enthusiasm of the pupils to engage in learning, and work collaboratively, when given the opportunity.

The areas of improvement include the need:

- for senior leadership to address urgently the inadequacies in the mathematics provision including leadership, planning; teaching, learning and assessment; and
- to improve the standards being achieved by the more able pupils.

Languages

The quality of the provision for languages is very good.

The strengths of the languages provision include:

- the very good vision of the subject leader and her effective overall planning for the year groups, and for individual lessons in which there is good pace and appropriate challenge;
- the encouraging ethos within the department which is evident through the colourful rooms and good displays of the pupils' work;
- the positive and enthusiastic response of the pupils, who are provided with a wide range of appropriate, and often challenging, resources to support their learning;
- the consistently high quality of the teaching which was always good or better, and, on occasions, outstanding;
- the wide range of teaching approaches which meet well the differing needs of the pupils, including the effective integration of ICT to support and progress the learning; and
- the effective modelling which the teacher provides in both teaching languages and in reflecting on the learning to support the pupils.

The area for improvement is that:

- the school needs to review the time-tabling of the provision for French to provide more pupils with the opportunity for success in GCSE.

QUESTIONNAIRE DATA

	Number issued	Number returned	Percentage returned	Number with comments
Parents	157	43	27	16
Teachers	31	27	87	13
Support Staff	19	18	95	8

STATISTICAL INFORMATION

- 1.1 i. School: Drumglass High
 ii. School Reference Number: 521-0231
 iii. Age Range: 11-18
 iv. Status: Controlled
 v. Date of Inspection: W/C 04/04/11
 vi. Area of Study: Standard Inspection

1.2 Intake/Enrolment

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 8 Intake	69	58	72	65	76
Total enrolment	395	367	364	386	384

1.3 Attendance

Year 2009/10	8	9	10	11	12	13	14	Average 2009/10	NI Average 2008/09
% Attendance	92.2	92.4	89.8	89.9	91	88.1	93.5	91	91

1.4 i. Total Number of Teachers:	26.37	iii. Contact ratio (percentage of timetabled time in direct class contact):	0.826
ii. PTR (Pupil/Teacher Ratio):	14.56	Number of Teachers involved in Area of Study (Focused only):	N/A

Year 2010/11	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	43	38	43	35	39	3	3	204
Enrolment: Girls	35	24	34	34	30	13	13	183
Enrolment: Total	78	62	77	69	69	16	16	387
PTR	13.622	14.057	17.181	14.361	14.606	7.925	9.216	

1.5 Staying On Rate (2008/09) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	32.4	NI Av Year 13	44.3
Year 14	19.5	NI Av Year 14	30.6

1.6 Leavers' Destinations

2008/09	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	71		21	
Another School	2.8%	12.8	4.7%	2.2
Employment	2.8%	5.7	47.6%	11.6
Full-time Further Education	45%	46.6	4.7%	27.6
Full-time Higher Education	N/A	N/A	28.8%	45.5
Full-time Training	11.3%	27.5	9.5%	5.2
Seeking Employment/Unemployed	5.6%	3.8	0%	4.5
Unknown/Long Term Sick/Pregnant	0%	3.5	9.5%	3.3

1.7 NAME OF SCHOOL: Drumglass High School,
Dungannon

SCHOOL YEAR: 2010/2011

GCSE	2008	2009	2010
Percentage of Year 12 taking GCSE & GCSE Equivalents in at least 5 subjects	100	94.2	97.3
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	67.16	69.57	68
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	38.81	34.78	48
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	86.57	85.51	89.33
GCE A2 Level or equivalent	2008	2009	2010
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	14.29	13.33	15.38
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	100	93.33	61.54

EXAMINATION RESULTS

Table showing the GCSE and 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*-C	Business Studies Design and Technology* Double Award Science 1st Subject Geography Home Economics Food Information Technology Learning for Life and Work Motor Vehicle and Road User Studies Music Office Technology Portuguese Single Award Science Sport (PE) Studies	English Mathematics	Home Economics Child Development Polish	Design and Technology**	Art and Design History
GCSE A*-E	Design and Technology Geography Learning for Life and Work Motor Vehicle and Road User Studies Office Technology Portuguese	Business Studies English Home Economics Food Information Technology Music Single Award Science	Design and Technology Double Award Science 1 st Subject Mathematics Polish Sport (PE) Studies	Art and Design Home Economics Child Development	History

* 2007/2008 and 2008/2009 academic year

** 2009/2010 academic year

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*-C		Polish Portuguese	Art and Design Information Technology Music	Design and Technology** Double Award Science 1st Subject Home Economics Child Development	Business Studies Design and Technology* English Geography History Home Economics Food Learning for Life and Work Mathematics Motor Vehicle and Road User Studies Office Technology Single Award Science Sport (PE) Studies
GCSE A*-E	Double Award Science 1 st Subject Polish	Art and Design Design and Technology English History Home Economics Child Development Home Economics Food Information Technology Learning for Life and Work Music Office Technology Portuguese Single Award Science Sport (PE) Studies	Business Studies Geography Mathematics Motor Vehicle and Road User Studies		

* 2007/2008 and 2008/2009 academic year

** 2009/2010 academic year

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