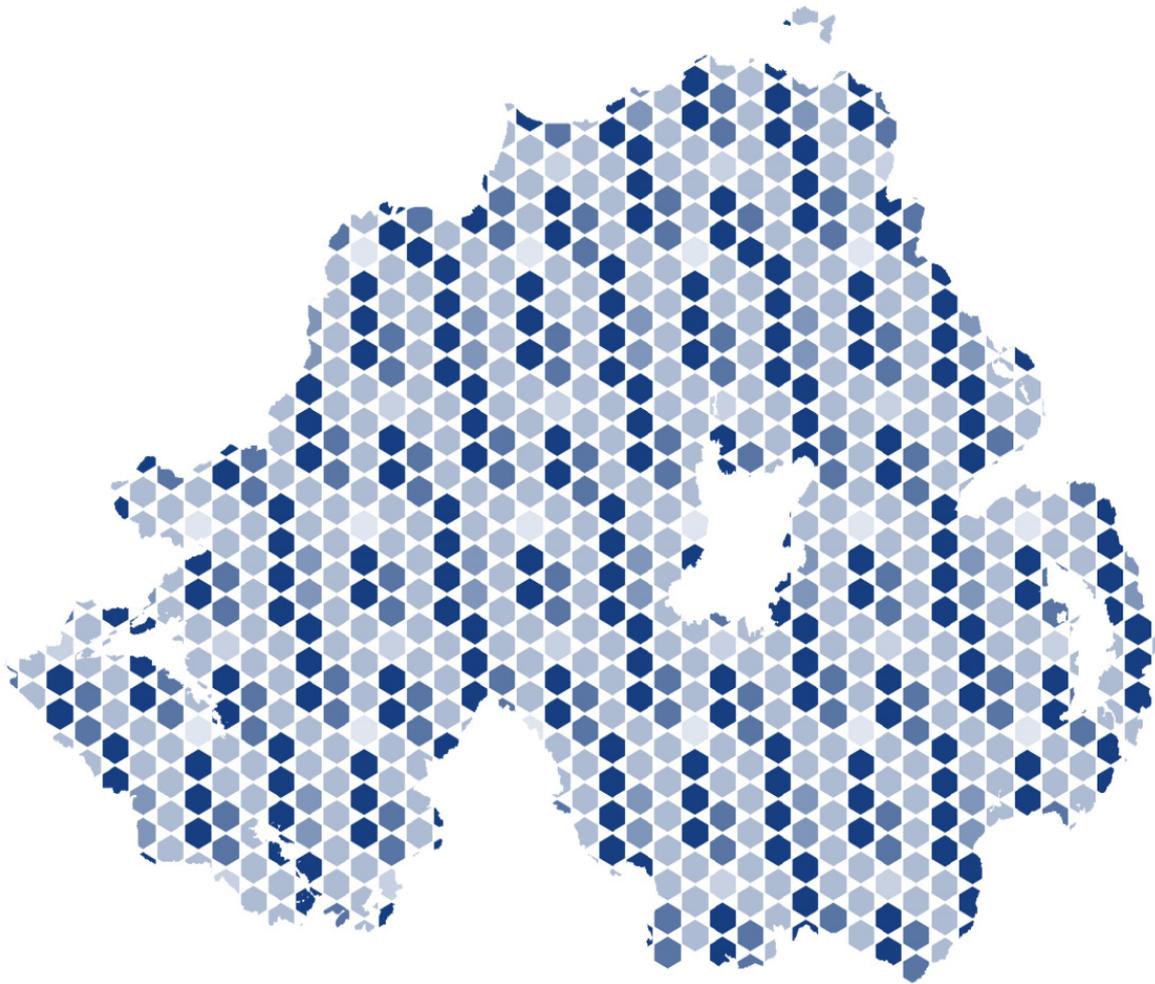


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Dunluce School, Bushmills Co Antrim

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

Report of an Inspection
in February 2012



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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

GLOSSARY OF TERMS AND ABBREVIATIONS USED IN THE REPORT

The term '*similar schools*' refers to schools in the same free school meal category as defined by DE, whether they are selective or non-selective.

CEIAG	Careers Education Information Advice and Guidance
DE	Department of Education
ETI	Education and Training Inspectorate
EF	Entitlement Framework
FSM	Free School Meals
GCE A	General Certificate of Education Advanced Levels
GCSE	General Certificate of Secondary Education
HOD	Head of Department
ICT	Information and Communication Technology
IEP	Individual Education Plan
KS	Key stage
NI	Northern Ireland
SDP	School Development Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SLT	Senior Leadership Team
STEM	Science Technology Engineering and Mathematics

1. CONTEXT

1.1 Dunluce School is situated in Bushmills and most of the pupils travel from within a radius of ten miles. The enrolment has remained generally steady over the last four years. The proportion of pupils who are entitled to free school meals has increased and the proportion who are on the SEN register has doubled in the same period.

Dunluce School, Bushmills	2008	2009	2010	2011
Enrolment	500	482	488	498
FSM Percentage	19.4%	20.8%	21.3%	23.5%
% (No) of pupils on SEN register	10.6%	20.3%	19.7%	24.3%
<i>No. of pupils with statements</i>	20	15	19	26
Intake				
% of Y8 pupils with L5 English	0	*	*	5.9%
% of Y8 pupils with L5 mathematics	*	9.1%	6.3%	5.9%
% of Y8 pupils with L4 English	37.9%	62.5%	66.3%	61.8%
% of Y8 pupils with L4 mathematics	39.7%	63.6%	71.6%	58.8%

Source: Data as held by the school. * = fewer than 5

2. OVERALL FINDINGS OF THE INSPECTION

2.1 In most of the areas inspected the quality of education provided in this school is inadequate.

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 pupils.

3. ACHIEVEMENTS AND STANDARDS

3.1 The standards achieved by the pupils are inadequate¹.

KEY FINDINGS

Almost all of the pupils are well behaved and demonstrate a positive disposition towards learning. When given the opportunity, they develop skills to work collaboratively and independently. They show a strong loyalty to the school, and develop their social skills and gain self-esteem through the many extra-curricular activities and experiences, including the annual school musical production.

The pupils who require additional support with their learning make satisfactory progress.

¹ For detailed results in public examinations, including in vocational subjects, see Appendices 1 and 2

Data on Year 12 (Key Stage 4) performance

Comparisons based on FSM Percentage	2009	2010	2011
Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	98.98%	98.78%	100.00%
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	24.49%	31.71%	22.89%
Comparison with the NI average for similar schools	Well below average	In line with the average	Below average
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	44.90%	41.46%	40.96%
Comparison with the NI average for similar schools	Below average	Well below average	Well below average
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	83.67%	86.59%	95.18%

Source: Data as held by the DE (NI) and as agreed with the school.

The pupils have attained inadequate standards in public examinations over an extended period.

In the last two years, the proportion of pupils attaining five or more GCSEs at grades A*-C is well below the NI average for similar schools. The three-year average at grades A* to C for most GCSE subjects is below that of the NI average for non-selective schools². The results in GCSE English at A* to C for the last three years are 15% below the NI average while the results in GCSE Mathematics for the same period are at the NI average. While the proportion of pupils attaining five or more GCSEs at grades A* to C including English and mathematics, which had previously been well-below average, improved in 2010 this was not sustained in 2011.

The school has begun to broaden the provision for vocational courses in order to meet better the needs of all of the pupils. Currently, four such courses are being studied by the pupils in year 11.

4. PROVISION FOR LEARNING

4.1 The quality of provision for learning is satisfactory.

KEY FINDINGS

The teachers are hard-working and committed fully to the education and welfare of the pupils. In preparing the pupils for public examinations, they arrange willingly additional support, including after-school and lunch-time classes.

The quality of provision in English, mathematics and science is satisfactory³.

The quality of teaching observed ranged from very good to inadequate and the learning experience for the pupils, across the school, was inconsistent. In the most effective practice, the teaching activities, including group work, were well-organised and engaged the pupils fully in challenging work; the teachers used effective questioning which elicited extended responses; and, there was a clear focus on the intended learning. In almost one-half of the lessons observed however, the quality of teaching was satisfactory or inadequate. Here, the

² See Appendix 2

³ For more detail about the provision in these subjects, see Appendix 3.

lessons lacked suitable challenge and the teachers' expectations of the pupils' quality of work, especially their writing, were too low; the teachers did not manage to optimize the learning experiences within the time of the lesson; and formative assessment was not used to ensure the work set matched fully the needs of the pupils.

The overall quality of the provision for pupils with SEN is satisfactory. The pupils who require additional support are identified early through the use of a range of suitable baseline tests, and appropriate intervention strategies are put in place. There are effective individual withdrawal classes provided in a recently-established support centre for a small number of the pupils. The classroom assistants provide good support for other pupils within classes. However, the IEPs lack clarity; the focus on learning targets, alongside strategies, to guide subject planning and classroom teaching is unclear. The SENCO, appointed recently, has identified appropriately the need to develop a consistent, whole-school approach to raising standards as a priority within the action plan.

4.2 The quality of the care, guidance and support of pupils is satisfactory.

KEY FINDINGS

The quality of pastoral care is satisfactory. The year 8 pupils are supported effectively through the induction programme.

Almost all of the pupils displayed very good behaviour during the inspection and most working relationships are very good. The pastoral documentation across the school is inconsistent and the development of a pupil-centred approach has not included consultation with the pupils. There is an urgent need to review and update the pastoral policies to remove the inconsistencies and ensure that positive behaviour is promoted by all of the teachers.

The pupils develop and enhance their personal development through their engagement in the many, very good extra-curricular activities; their achievements are celebrated and shared through the school newsletter.

The school is committed to supporting pupils at risk of marginalisation and is developing systems to identify them and promote their inclusion. A small number of pupils have been placed appropriately in alternative education provision off-site but are not being visited by school staff on a regular basis throughout the year.

4.3 The curricular provision for the pupils is satisfactory.

KEY FINDINGS

The school is meeting the requirements of the EF, although there are imbalances in important areas of the curriculum which the SLT will need to continue to keep under review. It is timely that the school has reviewed recently its programme at KS4 in order to provide a coherent offer to the pupils; it has increased its vocational programmes to meet better the needs of all of the pupils and to ensure that there are suitable progression routes into further study or employment. Although groups of pupils in years 11 and 12 follow occupational studies at the Northern Regional College (NRC) one day per week, collaboration with other schools within the Coleraine Area Learning Partnership has been limited.

The quality of the CEIAG is good. The pupils have a sound understanding of the world of work and of the education, training and employment opportunities that are available locally and regionally. A very good range of career learning activities, which are well integrated into the curricular provision, meets effectively the needs of most of the pupils. There are very good arrangements in place to monitor and evaluate the quality of the CEIAG provision. The dedicated time afforded to the Head of Careers for the administration of the careers programme is insufficient.

5. LEADERSHIP AND MANAGEMENT

5.1 The leadership and management is inadequate.

KEY FINDINGS

The leadership and management of the senior leadership team has not sustained the necessary focus on improving the quality of teaching and learning as an important means of raising the standards achieved by the pupils over the long term. It is essential that the SLT ensures that there is a clear, shared view of what constitutes effective teaching and maintains the primacy of such teaching in on-going staff development.

The SLT has undertaken self-evaluation exercises with the willing participation of the teaching staff. Self-evaluation has helped the school to identify initiatives, for example the introduction of extended homework projects, and to develop a strong collegiality among the teachers. The rigorous and systematic monitoring and evaluation of the impact of such initiatives is less well developed; it lacks a sharp focus on improving the pupils' learning experiences and the standards achieved, which have remained inadequate over an extended period.

The level of challenge and support for the pupils is inconsistent and at times too low. Leaders at all levels need to monitor and evaluate the learning experiences more systematically in order to raise expectations generally of the pupils' work.

The Principal has been in post for 10 years and is strongly committed to the life and work of the school. He has fostered positive working relationships, based on mutual respect, that promote the welfare of the staff. He is supported in his work by the SLT and the governors, and has distributed leadership roles through the creation of 12 school development teams, in addition to the subject departments. He has overseen improvements to the school environment and has been successful in establishing a wide range of links with the local community.

There is an insufficient focus in the SDP on the key areas of literacy and numeracy and their role in enabling the pupils to access the learning in other subjects and in driving up standards. The SDP does not comply with the requirements of the School Development Plan Regulations (Northern Ireland) 2005.

The governors are kept informed of important aspects of the life and work of the school. At their meeting with inspectors, they reported their appreciation of the work of the teachers, and especially the Principal, in providing a strong caring ethos and an extensive range of worthwhile experiences for the pupils. It will be important that they develop further their challenge function, including their role in reviewing the SDP, in order to influence improvements in learning and teaching and to support the Principal and teachers in raising the educational standards for all of the pupils.

The school has satisfactory arrangements in place for safeguarding young people. These arrangements broadly reflect the guidance issued by DE. However, the school needs urgently to ensure that a Code of Conduct for staff has been agreed by staff and ratified by the governors.

6. CONCLUSION

6.1 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 pupils.

6.2 The main areas for improvement are the need:

- for all of the teachers to work collaboratively to improve the inadequate standards achieved by the pupils;
- for leaders at all levels, particularly the senior leadership team, to develop and sustain a consistent focus on improving the quality of learning and teaching as the means of raising the standards achieved by the pupils; and
- to improve the currently inadequate leadership and management across the school, particularly through more rigorous and systematic monitoring and evaluation and a more coherent SDP, to ensure that efforts to improve the provision result in the higher standards required in most of the subjects in the school.

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

STATISTICAL INFORMATION

- 1.1 i. School: Dunluce School v. Date of Inspection: W/C 20/02/12
 ii. School Reference Number: 321-0222 vi. Area of Study: Standard Inspection
 iii. Age Range: 11-16
 iv. Status: Controlled

1.2 Intake/Enrolment

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 8 Intake	99	116	88	100	102
Total enrolment	476	500	482	488	498

1.3 Attendance

Year 2010/11	8	9	10	11	12	Average 2010/11	NI Average 2009/10
% Attendance	92.6	92.3	89.2	86.7	92.3	91	91

- 1.4 i. Total Number of Teachers: 30.8 iii. Contact ratio (percentage of timetabled time in direct class contact): 0.796
- ii. PTR (Pupil/Teacher Ratio): 16.14

Year 2011/12	8	9	10	11	12	TOTAL
Enrolment: Boys	45	48	41	57	34	225
Enrolment: Girls	57	52	48	53	63	273
Enrolment: Total	102	100	89	110	97	498
PTR	18.94	18.38	16.26	14.68	13.77	

1.5 Leavers' Destinations (* = fewer than 5)

2009/10	Year 12	NI%
Total Number of Leavers	88	
Another School	8%	14.8
Employment	9%	5.7
Full-time Further Education	73%	47.5
Full-time Higher Education	N/A	N/A
Full-time Training	*%	25.1
Seeking Employment/Unemployed	*%	3.6
Unknown/Long Term Sick/Pregnant	5%	3.8

GCSE EXAMINATION RESULTS

HEADLINE STANDARDS

NB: The NI average for all non-selective schools⁴ of pupils obtaining Grades C or above in at least 5 subjects including English and mathematics in 2011 is 36.4%

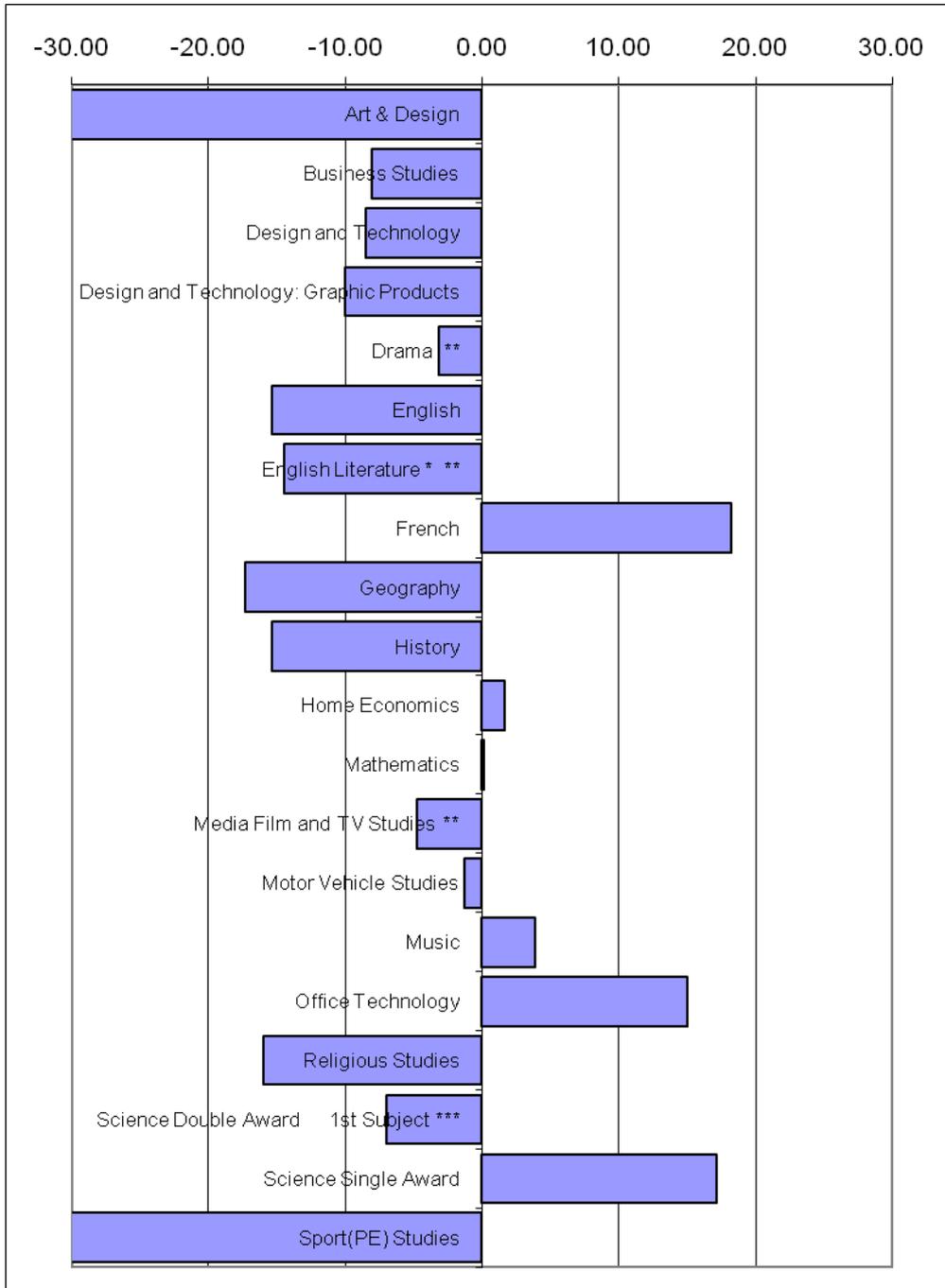
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Source: Data as held by the DE (NI) and as agreed with the school.

⁴ DE School Development Planning And Target Setting (Post-Primary) Circular 2012/03 Annex 2 Benchmarks

Comparison of the school's three-year GCSE averages at grades A*-C with the NI averages



- * number of pupils less than 30
- ** new subject and taken only in years 2010 and 2011
- *** no pupils entered in 2010

Other Examinations

Leisure & Tourism/Travel & Tourism (double award)	2009		2010		2011	
	GCSE Leisure & Tourism				BTEC Travel & Tourism	
	No of pupils	% A*-C	No of pupils		No of pupils	% Level 2
	10	70	0		11	100

Occupational Studies (single award)	2009		2010		2011	
	No of pupils	% pass	No of pupils	% pass	No of pupils	% pass
Level 1	8	0	10	30	9	0
Level 2		75		70		89

English Entry Level	2009		2010		2011	
	No of pupils	% pass	No of pupils	% pass	No of pupils	% pass
Entry Level 1	11	0	8	0	4	0
Entry Level 2		64		75		0
Entry Level 3		27		25		75

Mathematics Entry Level	2009		2010		2011	
	No of pupils	% pass	No of pupils	% pass	No of pupils	% pass
Entry Level 1	5	0	4	0	2	0
Entry Level 2		0		100		0
Entry Level 3		100		0		100

SUMMARY OF THE MAIN FINDINGS FROM THE AREAS UNDER FOCUS

English

The provision in English is satisfactory

The strengths include:

- the very good working relationships and team spirit within the department;
- the effective links with drama and media studies;
- the good guidance and support provided for teaching, by the Head of Department, for the recently-appointed and, non-specialist teachers of English; and
- the good and very good teaching in a majority of the lessons observed.

The areas for improvement are:

- to improve the inadequate standards attained, in particular by the under-attaining pupils at GCSE level;
- for the Head of Department, with the help of her department, to monitor and evaluate the provision in a more rigorous way; and
- to increase the opportunities for extended writing in order to help raise the standards in English.

Mathematics

The provision in mathematics is satisfactory

The strengths include:

- the positive working relationships between the teachers and almost all of the pupils;
- the results achieved by the pupils in GCSE mathematics;
- the good use that is made of a broad range of learning activities and resources to engage the pupils actively in their learning;
- the effective use of the available assessment data to inform target-setting and to monitor the progress of individual pupils; and
- the high priority given, by the head of department and departmental team, to raising attainment in public examinations.

The areas for improvement are:

- to improve the quality of the teaching and learning by raising the level of challenge and increasing the pace of, and progression in, learning during the lessons;
- to develop further assessment for learning; and
- to adopt a more reflective approach towards self-evaluation, with a sharper focus on teaching and learning, to improve the quality of the provision.

Science

The provision in science is satisfactory

The strengths include:

- the good working relationships between the teachers and the pupils in almost all of the lessons observed;
- the good standards attained by the pupils in Single Award science;
- the high level of participation by the pupils in a wide range of extra-curricular science activities;
- the good use of data to track the pupils' progress and the good levels of support provided by the teachers in order to address low attainment; and
- the effective use of practical activities to complement and consolidate the pupils' knowledge and understanding of scientific theory.

The areas for improvement are:

- to continue to improve the standards attained by the pupils, particularly in Double Award science;
- to improve the quality of the teaching through, for example, focusing more sharply on the intended learning and using effective questioning strategies; and
- to develop a more rigorous approach to the monitoring and evaluating of the work of the department in order to improve further the quality of the pupils' learning experiences.

SCOPE AND METHOD OF THE INSPECTION

The standard inspection of Dunluce School focused on achievements and standards, learning and teaching, curriculum provision and on leadership and management across the school as a whole. The key questions and quality indicators which guide inspection and self-evaluation in these three aspects 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> The evaluation, based on the quality indicators, enabled ETI to make a judgement about the public value provided by the school.

Inspectors scrutinised documentation and the pupils' written work and held formal and informal discussions with pupils, teachers and staff with specific responsibilities. Specialist inspectors paid particular attention to English, mathematics and science providing detailed oral feedback to the teachers in these areas. Detailed findings are reported in Annex 3.

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; CEIAG; and on progress towards the EF.

The arrangements for the inspection included:

- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire to the inspection;
- meetings with representatives from the governors; and
- meetings with groups of pupils from years 8, 10 and 12.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	122	50	41.0%	25
Teachers	32	23	71.9%	*
Support Staff	16	10	62.5%	0

Source: Returns from questionnaires to Inspection Services Branch at DE * = fewer than 5

The returns from questionnaires sent to the teachers, support staff and the parents were positive in almost all respects; a small number of teachers disagreed that there is effective communication within the school and a few parents disagreed that they received helpful information about their child's progress and that the work their child is asked to do is matched to his or her ability. The ETI reported to the Principal and representatives of the governors areas of concern emerging from the questionnaires and, where appropriate, these have been commented on within the report.

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