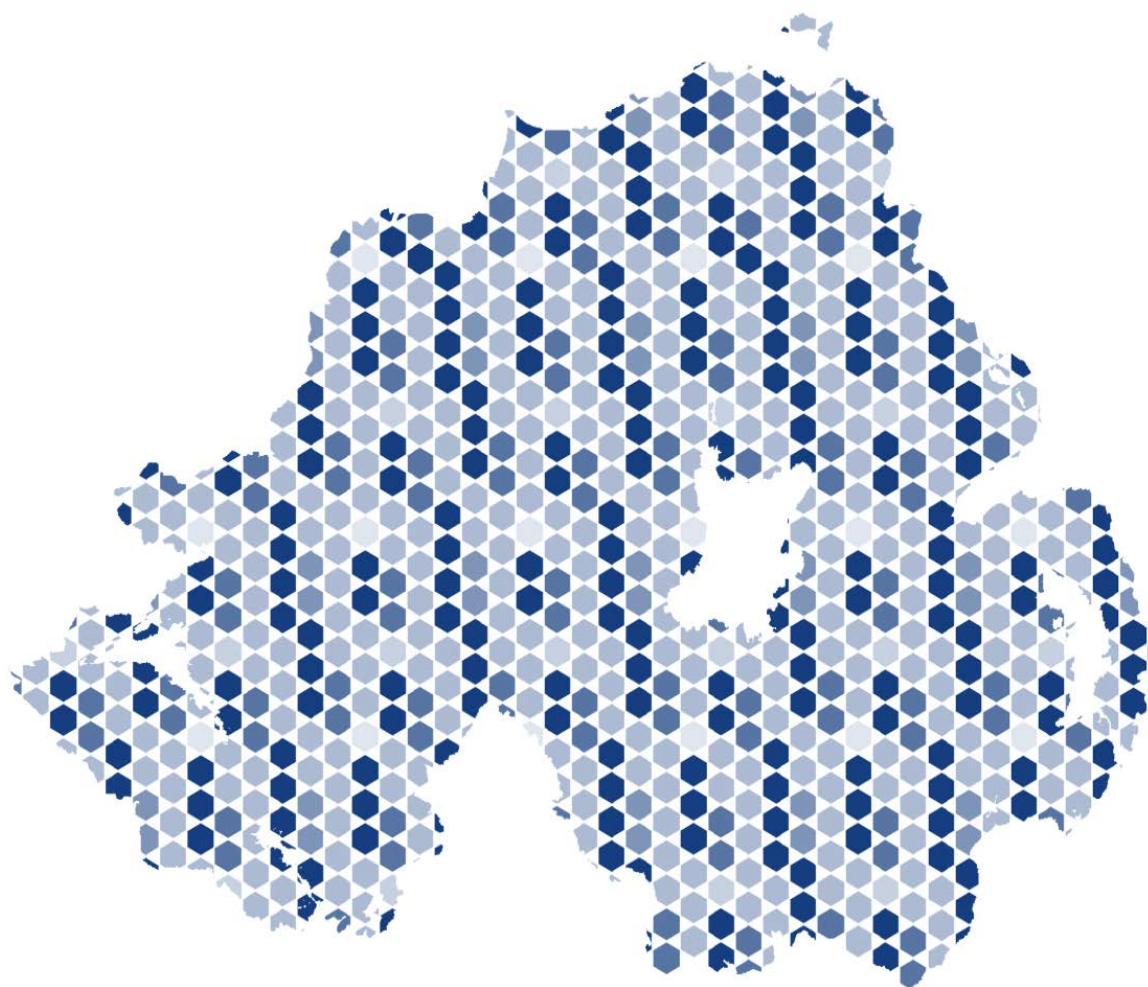


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Edmund Rice College,
Glengormley, County Antrim

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

Report of an Inspection (Involving
Action Short of Strike) in
February 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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INTRODUCTION

1. Context

Edmund Rice College attracts pupils from Glengormley and across North Belfast. Established as an all-boys' school, it became co-educational in September 2017. Currently, girls are enrolled in years 8 and 13. As part of the Edmund Rice Schools Trust, it enjoys a fraternity on a regional, national and international level. The school has a well-established Shared Education partnership with a neighbouring post-primary school.

Four of the teaching unions, which make up the Northern Ireland Teachers' Council (NITC), have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that most of the teachers would not be co-operating with the inspectors. The ETI has a statutory duty to monitor, inspect and report on the quality of education under Article 102 of the Education and Libraries (Northern Ireland) Order 1986. Therefore, the inspection proceeded and the following evaluations are based on the evidence as made available at the time of the inspection.

Edmund Rice College	2014-15	2015-16	2016-17	2017-18
Year 8 Intake	105	110	85	120
Enrolment	605	592	569	582
% Attendance (NI Average)	90.5 (92)	89.9 (93.5)	88.8 (90)	N/A (N/A)
FSME Percentage ¹	47	51	51	53.3
% and (Number) of pupils on SEN register	25.8 (156)	35.5 (210)	38.3 (218)	38.3 (223)
No. of pupils with statements of educational need	42	41	40	40
No. of newcomers	*	0	0	0

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

A small number of parents (11) and just under one-half of the staff (33) responded to the online questionnaires. Almost all of the responses indicated high levels of satisfaction with the life and work of the school. In the written comments, the staff highlighted, in particular, the positive relationships, the professional development opportunities, the support from leadership and management and their commitment to school-improvement, with the pupils at the centre. The very few individual concerns which were raised through the questionnaires were discussed with the principal and the governors.

3. Focus of the inspection

In order to promote improvement in the interests of all pupils, the purpose of a post-primary inspection is to:

- evaluate the quality of the provision and the outcomes for the pupils;

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

- 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.

The ETI was unable to evaluate fully:

- the quality of the provision and the overall outcomes for the pupils;
- the school's leadership and management and its capacity to effect and sustain improvement in its provision and standards;
- the quality of provision in English and mathematics; and
- the quality and impact of the provision for the care, welfare and support of the pupils.

Where it has been possible to evaluate aspects of the foci, they have been reported in the body of the report.

4. Overall findings of the inspection

Overall Effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Quality of Provision	No performance level available
Leadership and management	No performance level available

KEY FINDINGS

5. Outcomes for learners

- The pupils have a strong sense of belonging to, and pride in, their school. The senior pupils carry out leadership roles and responsibilities with maturity and sensitivity which develop their personal, social and employability skills.
- Over the past three years, the proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C is in line with or well above the Northern Ireland (NI) average for similar schools. The proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C, including English and mathematics, is broadly in line with the corresponding average in two of the last three years. This declined to 33% in 2017 and is an appropriate priority for improvement identified by the school. The attainment of pupils entitled to free school meals at this level is well below that of their peers.
- The outcomes attained by the pupils in almost all of the individual subjects at GCSE grades A* to C are in line with, or above, the corresponding NI subject averages.

- Over the past three years, there has been a notable increase in the percentage of pupils taking three or more GCE A levels or equivalent, and in the outcomes they attain. Since 2015, the percentage of pupils attaining three or more GCE A levels or equivalent at grades A* to C has risen by more than forty percentage points and is significantly above the NI average for similar schools.

The ETI was unable to evaluate fully:

- the standards attained by the pupils in English and mathematics;
- the progression in the pupils' learning; and
- the pupils' wider skills and dispositions.

6. Quality of Provision

- In discussions with inspectors, the pupils spoke about the positive relationships across the school and their appreciation of the support and help provided by the staff. The pupils enjoy participating in the Shared Education programme and benefit from a wide range of additional learning experiences beyond the classroom.
- The curriculum is broad and balanced across the key stages. The ongoing curriculum review at key stage 4 and post-16 is informed by the pupils' needs, interests and career aspirations. This process has resulted in a wider and more appropriate range of subject choices and qualifications which impact positively on the standards attained by the pupils at GCSE and A-level. There is an upward trend in the proportions of pupils returning for post-16 courses and progressing to further or higher education.
- There are arrangements in place to support the physical, mental and emotional well-being of the pupils, including opportunities to participate in a range of academic, sporting and social activities before school, at lunchtime and after school. There is a well-conceived induction programme at key transition points.
- The school continues to develop systems to identify, at an early stage, pupils who face social and emotional difficulties and are at risk of disengagement from education. The school links with relevant external agencies which provide support to meet the social, emotional and counselling needs of the pupils.
- In discussions with inspectors, the pupils reported that they value the careers education, information, advice and guidance (CEIAG) provided by the school. The extensive links between the school, local industry and the wider community have expanded the pupils' opportunities for relevant work experience placements. The programme of guest speakers, a whole-school careers awareness week, focus group meetings and other events inform the pupils' subject choices and career pathways.

The ETI was unable to evaluate fully:

- the impact of the curriculum;
- the effectiveness of the guidance and support (including CEIAG) in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning;
- the quality of provision in English and literacy, mathematics and numeracy across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- Effective planning by the senior leaders and governors, taking account of the curriculum, pastoral provision, staff training and accommodation, ensured the school's smooth transition to co-educational status. As a result of the transformation, the school has reviewed and continues to update whole-school policies; it is timely that the prospectus be updated to reflect the new context.
- The senior leadership team (SLT) has been extended and re-structured to include a strategic management team in order to take forward more effectively the improvement work in learning, teaching, care, welfare and support, and raising further the standards attained by the pupils. The SLT sets high expectations for all members of the school community, with the holistic development of the pupils central to the school improvement process, underpinned by the school's mission statement of **Excellence, Respect and Care**.
- The school development planning process is informed by an appropriate range of quantitative and qualitative information, including appropriate consultation with pupils, parents, staff and governors, and has enabled the senior leaders to identify appropriate priorities for school improvement. Action planning at all levels lacks a consistent focus on setting specific, time-bound targets against which progress may be measured and celebrated.
- Teacher and pupil internal evaluations show that a clear priority has been given to creating a shared understanding of effective learning and teaching, informed by professional dialogue and pupil feedback. It will be important to keep under review and monitor the impact of this professional development on the pupils' learning experiences and outcomes as they progress through the school
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors know the school well and understand its place in the community; they use their expertise and skills to carry out effectively their role in the school improvement process, supporting and challenging, where appropriate.

The ETI was unable to evaluate fully:

- the effectiveness and impact of the senior leadership of the school;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement.

8. Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance from the Department of Education. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school. In discussions with the inspectors, the pupils reported that they feel safe and happy in school, and are aware of what to do if they have any concerns about their safety or welfare.

9. Overall effectiveness

Owing to the impact of the action short of strike being taken by the teachers, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the pupils. This will be reflected in future inspection activity.

Health and Safety/Accommodation

- While work has already begun to meet the present and future needs of the changing intake of pupils, there remain substantial shortfalls in aspects of the accommodation which the school has raised with the appropriate authorities.

Examination performance and other statistical data

GCSE and equivalent examination results from 2014-15 to 2016-17

Based on data held by the school in SIMS² and verified with the ETI, the table below compares the percentage of year 12 pupils in Edmund Rice College achieving five or more GCSEs (A* to C and A* to E) and equivalent subjects, and the percentage of pupils entitled to free school meals with the NI average for non-selective schools in the same free school meals band³.

<i>GCSE and GCSE equivalent subjects - *following permitted exclusions</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	73.4	94.7	79.7
<i>The NI average for similar schools in the same free school meals category⁴</i>	<i>75</i>	<i>72.2</i>	<i>N/A</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	44.3	36.8	33.3
<i>The NI average for similar schools in the same free school meals category</i>	<i>46.8</i>	<i>38.1</i>	<i>N/A</i>
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	82.3	97.4	97.1
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)	31.8	29.7	16.1

² SIMS: School Information Management System

³ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

⁴ The benchmarking bands for 2015/16, as set in in Circular 2017/8 'School Development Planning and Target-Setting' are different to those used in preceding years; therefore, trend comparisons with previous years' benchmarking data need to be treated with caution.

GCE A level examination results (and equivalents) at grades A* to C from 2014-15 to 2016-17

Based on data held by the school in SIMS and verified with the ETI, the table below shows the percentage of year 14 pupils in Edmund Rice College achieving three or more GCE A levels or equivalent at grades A* to C, and two or more GCE A levels or equivalent at grades A* to E.

GCE A Level or equivalent	2014-15	2015-16	2016-17
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	62	92	94
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	26.3	61.5	73.1
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	91.2	100	100

Attainment of pupils in individual subjects at GCSE level or equivalent (over the past three years) Grades A* - C

	2014-15	2015-16	2016-17
Number of pupils in Year 12 cohort	79	76	70

GCSE Subject	Number of Entries over three years	School A* - C %	NI A* - C %
Art & Design	78	93.6	64
Business Studies	12	91.7	N/A
Computer Use	88	75	51
Construction Studies	24	95.8	80
D&T (Resistant Materials) ⁵	57	96.5	64
Drama	39	74.4	62
Engineering	24	95.8	84
English (5010) ⁶	154	68.8	44
English (5030) ⁷	70	55.7	57
French ⁸	9	100	70
Geography	79	59.5	57
History ⁹	19	78.9	57
Irish	27	96.3	91.5
Mathematics	222	43.2	51
Mathematics (Additional) ¹⁰	12	75	N/A
Motor Vehicle Studies ¹¹	11	54.5	50
Preparation for Work (GCSE)	105	83.8	66
Religious Studies	132	63.6	53
Science (Double Award)	43	83.7	85
Science (General/Combined)	27	63	N/A

⁵ In 2 out of the last 3 years

⁶ In 2 out of the last 3 years

⁷ In 1 out of the last 3 years

⁸ In 1 out of the last 3 years

⁹ In 2 out of the last 3 years

¹⁰ In 2 out of the last 3 years

¹¹ In 1 out of the last 3 years

OTHER EXAMINATION RESULTS (EQUIVALENTS): KEY STAGE 4

Level 2	2014-15	2015-16	2016-17	Total entry over 3 years	School A* - C %
	% A*-C	% A*-C	% A*-C		
Administration Management (NQF)	66.7	N/A	100	7	71.4
Administration Management (BTEC)	N/A	94.1	100	31	96.8
Applied Sciences (NQF)	100	N/A	N/A	27	100
Applied Sciences (CNAT)	N/A	100	92.3	26	96.2
Building (BTEC)	N/A	100	N/A	12	100
Catering Studies Vocational (BTEC)	N/A	N/A	100	10	90
Catering Studies Vocational (BTEC)	37.5	N/A	N/A	8	37.5
Catering Studies Vocational (BTEC)	N/A	100	N/A	14	100
Construction Studies (NQF)	N/A	100	N/A	10	100
Engineering (NQF)	N/A	100	N/A	10	100
Preparation for Work (NQF)	N/A	N/A	100	5	100
Sports Studies (BTEC)	N/A	N/A	100	16	100
Sports Studies (BTEC)	N/A	100	N/A	29	100
Sports Studies (NQF)	88.5	N/A	N/A	26	88.5
Construction Studies (BTEC)	100	N/A	N/A	*	100

* indicates fewer than 5 pupils

Attainment of pupils in individual subjects at GCE A level or equivalent (over the past three years Grades A* - C

	2014-15	2015-16	2016-17
Number of pupils in Year 14 cohort	56	39	53

GCE Subject or equivalent	Number of Entries	School A* - C %	NI A* - C %
Applied Science	32	53.1	N/A
Art and Design	9	100	85
Art and Design Double Award	32	93.8	85
Business	90	93.3	80
Catering Studies	22	81.8	N/A
Computer Use	13	100	N/A
Hospitality	22	81.8	N/A
ICT	38	94.7	N/A
Mathematics	9	11.1	71
Moving Image Art	18	77.8	88
Photography	16	62.5	50
Religious Studies	18	50.0	80
Sport	47	91.5	N/A
Sport Double Award	62	77.4	N/A
Travel and Tourism	8	87.5	N/A
Applied Business	*	0	80
Biology	*	66.7	63
Drama and Theatre Studies	*	27.3	76
English Literature	*	100	66
Geography	*	50	67

* indicates fewer than 5 pupils

Staying on rate¹² 2016/17

Based on data held by the school and verified with the ETI, the table below shows the percentage of the pupils who stay on at school compared with the NI average for all schools and for the most recent year for which data is available.

	NI Average	School
% Year 12 staying on to Year 13	48.4	53.5
% Year 13 staying on to Year 14	75.2	77.9

Leavers' destinations 2015/16

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

	NI	School	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	12996	102			
Employment	1511 (11.6%)	15 (14.7%)			
Institute of Further Education	5745 (44.2%)	42 (41.2%)	*	11	29
Institute of Higher Education	3051 (23.5%)	* (3.9%)			*
Work-based Learning (Training)	1976 (15.2%)	32 (31.4%)			
Unemployed	467 (3.6%)	* (1%)			
Unknown	246 (1.9%)	8 (1.9%)			

* indicates fewer than 5 pupils

¹² The 'Staying On Rate' is taken to mean the pupils who stay on at the school from year 12 to year 13 or transfer from year 12 to year 13 in another school; and, then from year 13 to year 14.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework publication, which is available at: <http://tinyurl.com/ISEF-Post-Primary>.

Inspectors scrutinised documentation, data and held formal discussions with some pupils (in groups), and some staff with specific responsibilities.

The arrangements for this inspection included a meeting with representatives from the governors and the opportunity for all parents, teaching and support staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management¹³:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

¹³ And the overall provision in a subject area or unit, as applicable.

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