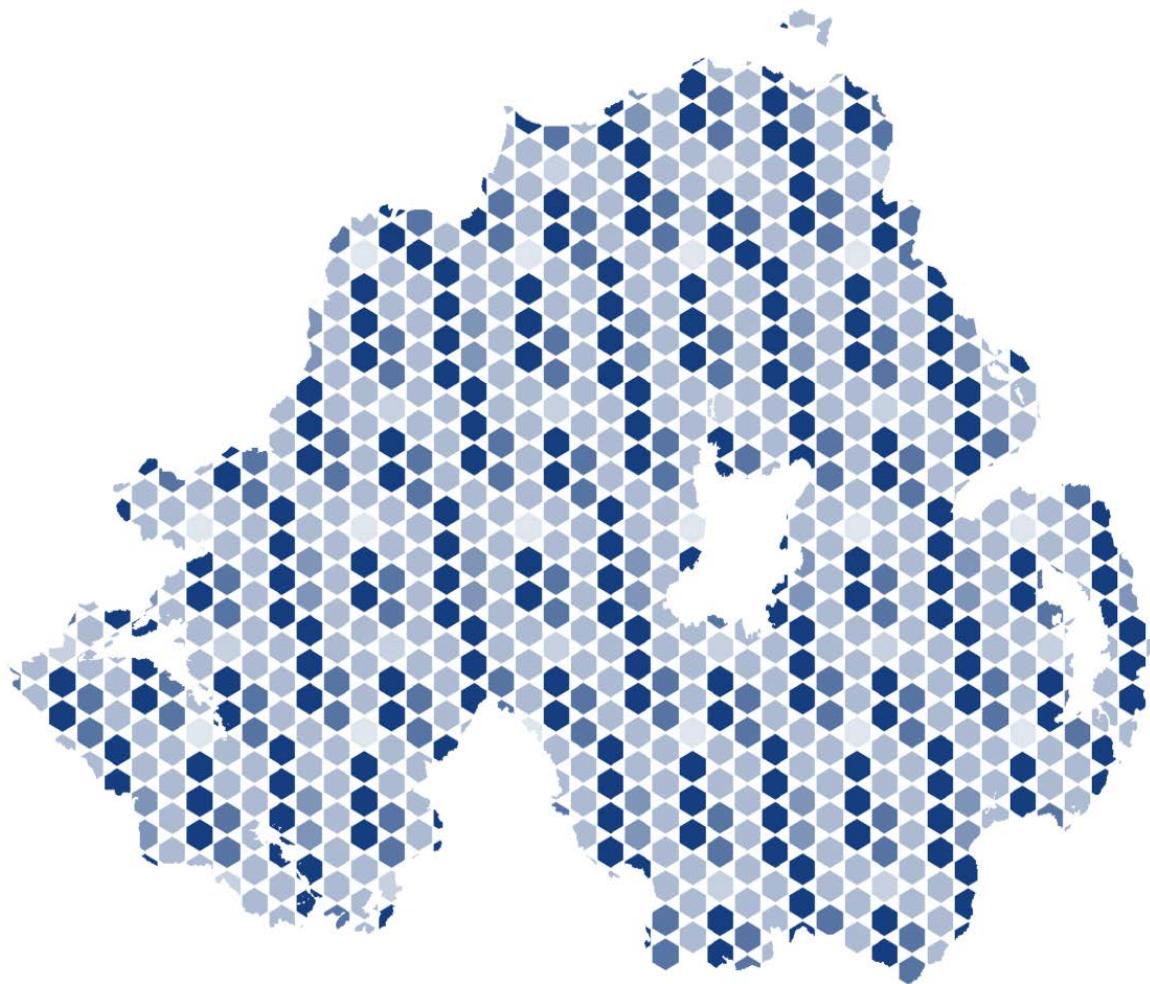


Education and Training Inspectorate

POST-PRIMARY INSPECTION



Glengormley High School, Newtownabbey, County Antrim

Co-educational controlled 11-18 school DE Ref No: 321-0202

Report of an Inspection (Involving Action Short of Strike) in
February 2020

CONTENTS

Section	Page
1. Context	1
2. Pupils', parents' and staff questionnaire responses	1
3. Focus of the inspection	2
4. Overall findings of the inspection	2
5. Outcomes for learners	3
6. Quality of provision	3
7. Leadership and management	4
8. Safeguarding	5
9. Overall effectiveness	5

Appendices

- A. Examination performance and other statistical data
- B. Inspection methodology and evidence base
- C. Reporting terms used by the Education and Training Inspectorate

1. Context

Glengormley High School draws the majority of the pupils from the Newtownabbey area, with a small number travelling from the outskirts of Belfast. The school has a hearing impaired unit providing for eight pupils and, in September 2019, the Education Authority set up a temporary Autism Spectrum Disorder (ASD) Centre which currently provides for five year 8 pupils. Over the past four years the school enrolment has fluctuated and is now stabilising. The current enrolment is 701, including the pupils in the hearing impaired unit and the ASD Centre, with 136 in sixth form; the year 8 intake has increased from 83 in 2018 to 122 in 2019. In the last two years, there have been significant changes in leadership and management. While the school is a member of the Newtownabbey area learning community (ALC), it is not involved in collaboration; however, funding is in place for a shared education programme with another local non-selective school. The school is currently engaged in consultation for transformation to integrated status.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute, and also workload and other management issues. The industrial action includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that none of the teachers would be co-operating with the inspection¹. The senior leadership, members of middle leadership and representatives of the board of governors co-operated with the inspection in relation to leadership and safeguarding responsibilities. The ETI has a statutory duty to monitor, inspect and report on the standards of education and professional practice among teachers 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.

Glengormley High School	2016/17		2017/18		2018/19		2019/20	
	No.	%	No.	%	No.	%	No.	%
Year 8 Intake	118	-	96	-	83	-	122	-
Total Enrolment	750	-	725	-	665	-	701	-
Attendance (NI Average*)	-	88.2 (91.8)	-	89.3 (91.9)	-	92.1 -	-	N/A -
Free School Meal Entitlement	289	38.53%	268	36.97%	237	35.64%	259	36.95%
Pupils on SEN Register	232	30.93%	228	31.45%	197	29.62%	197	28.10%
No of Pupils with Statements	33	-	37	-	32	-	42	-
No of Newcomer Pupils	20	-	16	-	12	-	25	-

* Northern Ireland Statistic & Research Agency: Attendance at grant-aided primary, post-primary and special schools: Detailed Statistics - 2017/18, 2018/19

N/A: Not available.

2. Pupils', parents' and staff questionnaire responses

Nearly thirty-three percent of the pupils completed the confidential online questionnaire. While there was a low response rate from pupils in key stage (KS) 4, nearly one-half of the pupils in KS 3 and just over forty-five percent of the post-16 pupils responded. Overall, the pupils' responses were very positive, with almost all indicating that they are happy with their learning experiences in school. They value, in particular, how the teachers help them improve their work and how the school helps them to understand and respect all people. Just over thirty percent of the pupils who responded provided additional written comments, highlighting their positive experience of learning and support in the school.

¹ The previous inspection in March 2017 was also impacted by action short of strike:

https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-post-primary-inspection-glengormley-high-school-newtownabbey-county-antrim-321-0202_4.pdf

Twenty-four percent of the parents responded to the online questionnaire, with most affirming that: the school is led and managed well at all levels; they are happy with their child's progress in school; and, the school is well thought of in the community. Thirty-six percent of the parents who responded provided additional written comments and most expressed appreciation for the work of the school.

Overall, seventy-one percent of the staff responded to the online questionnaire. Almost all of the responses indicated that: the school is well led and managed at all levels; the board of governors has a clear understanding of the work and context of the school; and there is an inclusive, welcoming and pastoral ethos for all members of the school community.

The small number of individual concerns which were raised through the questionnaires were discussed with the principal and the representatives from the board of governors.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, the inspection linked internal and external approaches to:

- evaluate the quality of the provision and the outcomes for the learners;
- 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 focus of the inspection was on English/literacy and mathematics/numeracy.

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 literacy; and mathematics and numeracy; and,
- the quality and impact of the provision for 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

5. Outcomes for learners

- The pupils who met with inspectors were friendly, articulate and confident. They expressed their views maturely and responded respectfully to the views of their peers. They spoke about developing leadership and team-working skills through mentoring, community involvement, and fund-raising work with the school council and the prefect team.
- There has been notable improvement in the pupils' attainment in public examinations at KS 4. Over the last three years, the proportion of pupils attaining five or more GCSE qualifications (including equivalents) at grades A* to C has risen from 42% in 2017 to 74% in 2019; and the proportion of pupils attaining five or more GCSE qualifications (including equivalents) at grades A* to C and including English and mathematics, has risen from 27% to 50%.
- The proportion of pupils entitled to free school meals attaining five or more GCSE qualifications (including equivalents) at grades A* to C and including English and mathematics has fluctuated over the past three years and remains below the corresponding Northern Ireland average.
- Outcomes at post-16 still require significant improvement and the school has identified attainment at this level as a priority. Over the past three years, the number of pupils completing year 14 decreased from 38 in 2017 to 22 in 2019, and the proportion of pupils attaining three or more GCE A level qualifications (including equivalents) at grades A* to C decreased from 39% to 19%.

The ETI was unable to evaluate fully:

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

6. Quality of provision

- In discussions with the inspectors, the pupils expressed their appreciation of the positive working relationships with their teachers. They spoke with pride about their school and acknowledged how behaviour is now managed well. They appreciated the orderly, positive learning environment which encourages all to: 'Be ready. Be safe. Be respectful.'
- Significant work has been undertaken to support the pupils with special educational needs. This has resulted in revised individual education plans; structured consultation and collaboration with the classroom assistants; and professional development for staff in relation to the pupils' individual learning needs.
- The school places a high priority on meeting the pastoral and other needs of the pupils and utilises the expertise of external agencies as appropriate. The work undertaken to address attendance and to promote positive behaviour has resulted in higher attendance rates across the year groups and celebration of the pupils' achievements.

- The ongoing review of the curriculum at KS4 and post-16 is underpinned by the whole-school focus on improving the learning experiences provided for, and the outcomes attained by, the pupils and has led to the introduction of new subjects and revised pathways. The school meets the entitlement framework at KS 4 and post-16; until 2018, the post-16 provision included a one-year transition programme. It will be important to monitor the extent to which the pathways meet the needs, aspirations and abilities of the pupils, and enable them to progress from KS 4 to post-16 and to the next phase of education or employment.
- The taught careers programme is delivered through the employability strand of Learning for Life and Work at KS 3, an accredited course in vocational skills in years 10, 11 and 12, and through the personal development programme at post-16. The taught programme is complemented and enhanced through a range of events, including workshops, guest speakers and work experience opportunities.

The ETI was unable to evaluate fully:

- the impact of the curriculum;
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching and assessment in promoting learning;
- the quality or overall impact of the careers education, information, advice and guidance provision;
- the quality of provision in English and literacy and mathematics and numeracy across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- The senior leaders have led important and necessary improvements, including the restructuring of the pastoral system, the re-organisation of the school day, and the clarification of leadership and management roles and responsibilities at all levels. They have a shared strategic vision to improve further the learning experiences provided for the pupils and the outcomes they achieve. A high value is placed on developing the capacity of staff at all levels and on promoting distributed and collaborative working practices.
- The school development planning process is informed by consultation with parents, pupils, staff and the governors, with support from the Education Authority. A new school development plan is in place and strategic working groups have responsibility and ownership for specific aspects of the whole-school improvement agenda.

- Through the linking of senior teachers with subject departments, clear lines of support and accountability have been established. The action plans and associated evaluations address educational and pastoral priorities which the school is taking forward as evidenced by, for example, the outcomes at KS4 which are now in line with Northern Ireland benchmarks², and the improved attendance rates. Additionally, the programme for staff development is aligned closely to the whole-school priorities, namely: raising further the standards attained by the pupils in public examinations; sustaining the improvement in attendance; embedding, through their consistent implementation, the behaviour management strategies set out in the new positive behaviour policy; and promoting the school in the community.
- The governors have a clear understanding of the school's journey of improvement and recognise its improved standing in the local community. They are well-informed about school improvement planning and the pupils' outcomes in public examinations. They are responsive to the various pastoral, educational and financial challenges facing the school. Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated.

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. Owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school. The pupils report that they feel safe in the school and that they are aware 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.

² For schools in the same free school meals band.

APPENDIX A

Examination performance and other statistical data

Data Year 12 performance

GCSE and GCSE Equivalent Subjects - *following permitted exclusions	2016/17	2017/18	2018/19
*Percentage of Year 12 taking GCSE and Equivalents in at least 5 subjects	98.04	99.31	98.28
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	42.16	66.9	74.14
<i>The NI average for non-grammar schools in the same FSM band*</i>	68.5	76.7	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	27.45	40.62	50
<i>The NI average for non-grammar schools in the same FSM band*</i>	44.3	51.2	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	81.37	90.34	90.52
Percentage of Year 12 entitled to FSM achieving 5 or more GCSEs Grades A - C or equivalent (including GCSE English and GCSE Mathematics)	23.08	38.6	35.14

** Median for each year from the Department of Education benchmarking Quartiles for non-grammar schools in the same FSM band*

[BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2016/17](https://tinyurl.com/Benchmarking-Data-16-17) <https://tinyurl.com/Benchmarking-Data-17-18>

Year 12 GCSE (including equivalent) examination outcomes

	2016-17	2017-18	2018-19
Number of pupils in Year 12 cohort	102	145	116

Subject	Number of Entries (3 years)	School Three-year average A* to C	Northern Ireland Three-year Average A* to C
Art & Design (GCSE/FC_3510)	110	76.40	75.00
Computer Use (BTEC/CE2_CN1)	94	92.60	N/A
D&T Graphic Products (GCSE/FC_9030)	33	57.60	N/A
Design and Technology (GCSE/FC_8900)	153	55.60	70.90
Engineering (GCSE/FC_0009)	*	33.30	52.00
English Language (GCSE/FC_5030)	359	63.00	68.60
English Literature (GCSE/FC_5110)	41	68.30	84.10
French (GCSE/FC_5650)	19	63.20	71.50
Geography (GCSE/FC_3910)	137	42.30	64.10
HE: Child Development (GCSE/FC_3330)	71	63.40	68.70
Health & Social Care (GCSE/FC_0003)	73	68.50	66.90
History (GCSE/FC_4010)	146	49.30	63.40
Home Economics (GCSE/FC_3310)	10	40.00	68.40
Information Technology (GCSE/FC_2650)	238	72.70	71.60
IT/Art (GCSE/FC_8210)	38	60.50	N/A
Leisure & Tourism (GCSE/FC_0004)	85	15.30	N/A
Mathematics (GCSE/FC_2210)	356	49.20	53.50
Mathematics Further (GCSE/FC_2330)	24	87.50	86.10
Media Studies (GCSE/FC_5350)	24	66.70	62.60
Music (GCSE/FC_7010)	*	75.00	78.70
Office Technology (GCSE/FC_7460)	62	46.80	62.20
OS: Business (COA/B_OS01)	29	89.70	N/A
OS: Construction (COA/B_OS02)	16	100.00	N/A
OS: Design (COA/B_OS03)	35	94.30	N/A
OS: Environment (COA/B_OS05)	*	28.60	N/A
Performing Arts (GCSE/FC_0015)	12	0.00	N/A
Performing Arts (NQF/L2_LC11)	27	100.00	N/A
Personal Health (NVQ/L2_HJ1)	15	100.00	N/A
Preparation For Work (NVQ/L2_HC42)	36	100.00	N/A
Science Double Award (GCSE/DA_1370)	101	75.70	82.10
Science Single Award (GCSE/FC_1310)	244	61.90	69.50
Self Development (NVQ/L2_HB1)	18	100.00	N/A
Sports Studies (CNAT/1&2_MA1)	110	53.60	N/A

*Indicates fewer than 10 entries over three years

Data Year 14 performance

GCE A Level or equivalent	2016/17	2017/18	2018/19
Percentage of Year 14 taking A levels and Equivalents in at least 3 subjects	94.44	86.49	85.71
Percentage of Year 14 obtaining Grades C or above in at least 3 A levels	38.89	21.62	19.05
<i>The NI average for non-grammar schools in the same FSM band*</i>	51.6	51.5	N/A
Percentage of Year 14 obtaining Grades E or above in at least 2 A levels	100	94.59	95.24

* Median for each year from the Department of Education benchmarking Quartiles for non-grammar schools in the same FSM band
[BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2016/17 https://tinyurl.com/Benchmarking-Data-16-17](https://tinyurl.com/Benchmarking-Data-16-17)
[BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2017/18 https://tinyurl.com/Benchmarking-Data-17-18](https://tinyurl.com/Benchmarking-Data-17-18)

Year 14 A-level (including equivalent) examination outcomes

	2016-17	2017-18	2018-19
Number of pupils in Year 14 cohort	36	37	21

Subject	Number of Entries over three years	School Three-year average A*to C	Northern Ireland Three-year average A* to C
Applied Science (GCE/A_RA1B)	24	62.50	N/A
Art & Design (GCE/A_3510)	15	53.30	93.70
Biology (GCE/A_1010)	14	0.00	82.90
Business (BTNG/NE3_0002)	*	100.00	N/A
Business Studies (GCE/A_3210)	11	72.70	89.10
Design and Technology (GCE/A_8900)	20	30.00	N/A
English Literature (GCE/A_5110)	10	70.00	85.50
Geography (GCE/A_3910)	*	0.00	86.90
Health & Social Care (GCE/A_0003)	*	55.60	89.20
History (GCE/A_4010)	11	63.60	83.60
Information and Communication Technology (BTNG/NE3_0010)	14	100.00	N/A
Information Technology (GCE/A_2650)	58	100.00	73.60
Mathematics (GCE/A_2210)	13	46.20	88.80
Media Film and TV Studies (GCE/A_5350)	16	25.00	82.60
Performing Arts (GCE/A_0015)	*	75.00	84.20
Science (Voc) (GCE/A_0008)	12	83.30	N/A
Sport/P.E. Studies (CAMT/DI3_MA1)	*	100.00	N/A
Sports Studies (CAMT/ID3_MA1)	10	100.00	N/A
Travel & tourism (GCE/A_0017)	*	87.50	80.10

*Indicates fewer than 10 entries over three years

Staying on rate 2018/19

% Yr12 staying on to Yr13	47.9	NI Av. Year 13	48.7
% Yr13 staying on to Yr14	44.7	NI Av. Year 14	74.2

Leavers' Destinations 2017/18

	NI		School		NI Yr12		School Yr12		NI Yr13		School Yr13		NI Yr14		School Yr14		Level 2 (No.)	Level 3 (No.)	Level 4 and above (No.)
	No	%	No	%	No	%	No	%	No	(%)	No	(%)	No	(%)	No	(%)			
Total Number of Leavers	11802	100%	142	100.0%	5547	100%	85	100.0%	1275	100%	16	100.0%	4980	100%	39	100.0%			
Employment	1562	13.2%	20	14.1%	391	7.0%	14	16.5%	322	25.3%	3	18.8%	849	17.0%	*	*			
Institute of Further Education	5159	43.7%	42	29.6%	3417	61.6%	28	32.9%	588	46.1%	*	*	1154	23.2%	12	30.8%	23	14	5
Institute of Higher Education ^[1]	2622	22.2%	17	12.0%	*	*	0	0.0%	*	*	0	0.0%	#	#	17	43.6%	0	0	17
Training ^[2]	1823	15.4%	28	19.7%	1445	26.1%	25	29.4%	209	16.4%	*	*	169	3.4%	0	0.0%			
Unemployment	391	3.3%	12	8.5%	156	2.8%	6	7.1%	90	7.1%	*	*	145	2.9%	*	*			
Others	245	2.1%	23	16.2%	138	2.5%	12	14.1%	#	#	5	31.3%	#	#	*	*			

Source for NI data: Destination of School Leavers by year group, 2017/18 - NON-GRAMMAR SCHOOLS ^[3]

• * fewer than 5 cases

• # figures suppressed

[1] Includes universities and teacher training colleges.

[2] Numbers entering training include those entering the Training for Success programme, operated by the Department for the Economy. Training on Training for Success is delivered by a range of training providers, including Further Education Colleges. Training for Success trainees who receive training at Further Education Colleges are recorded as being in training and not in Further Education. This convention avoids double counting of Training for Success trainees.

[3] Excludes special and independent schools.

APPENDIX B

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework publication is available on the [ETI website](http://tinyurl.com/ISEF-Post-Primary): <http://tinyurl.com/ISEF-Post-Primary>.

The arrangements for this inspection included: a meeting with representatives from the governors; formal discussions with some pupils (in groups); and meetings with senior leadership and members of middle leadership; review of documentation and data; and the opportunity for all pupils, parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number returned	Percentage returned	Number with comments	Percentage with comments
Pupil	228	32.5	77	33.8
Parents	141	20.1	51	36.2
Teacher	33	64.7	6	18.2
Support staff	20	83.3	*	5

*fewer than 5 returns

The tabulated SIMS information and the tables for Year 12 and Year 14 examination outcomes in individual subjects have been verified by the school.

GCSE Grading 2019

The Department of Education has indicated there are no plans to change school performance measures at A*-C with the introduction of the new C* grade. For GCSEs graded 9-1 this performance measure will be 9-4. For the ETI, data on performance in public examinations continues to be only one of the measures that contributes to the evaluation of outcomes for learners.

APPENDIX C

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 management³:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

³ And the overall provision in a subject area or unit, as applicable.

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.

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