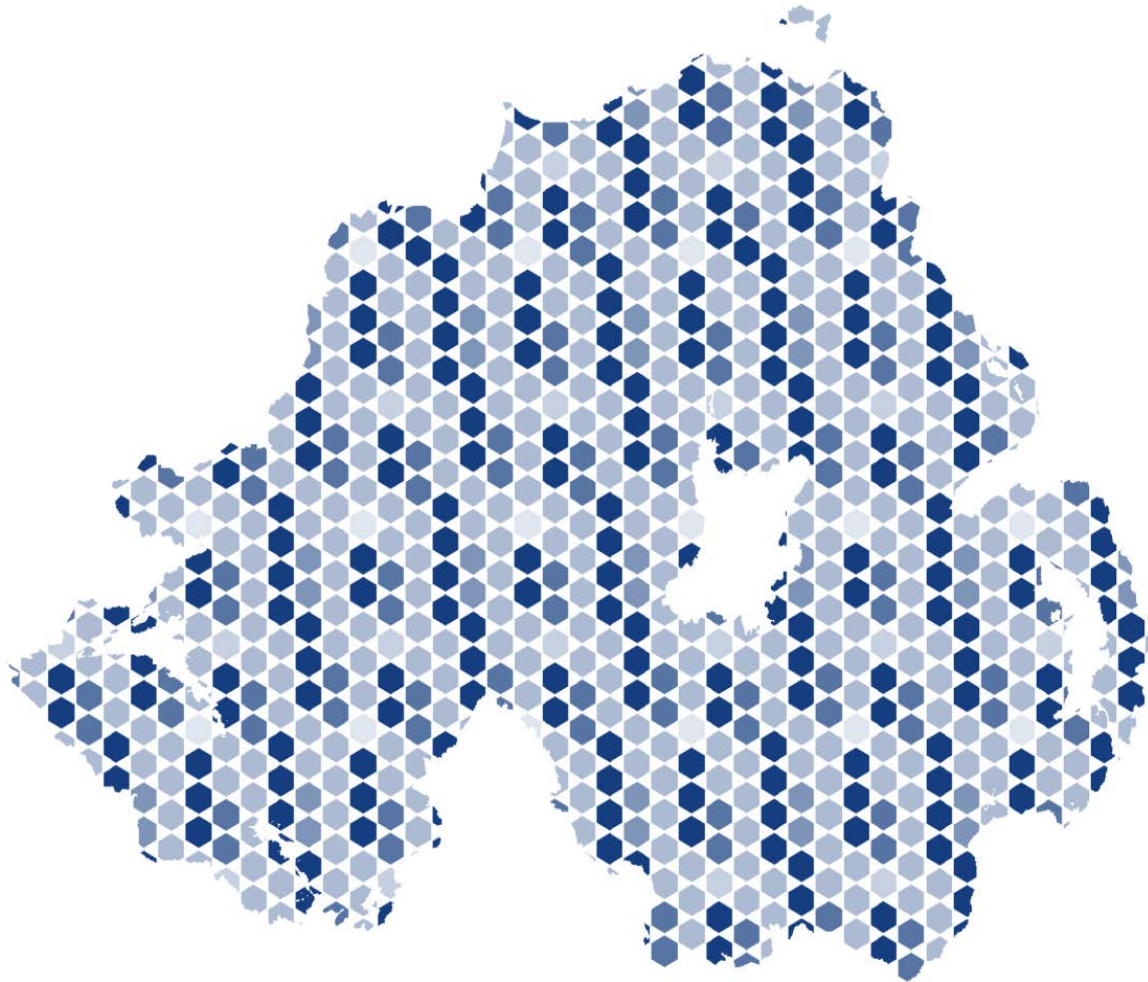


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Glenlola Collegiate School,
Bangor, County Down

Controlled, all girls', selective, 11-18 school

Report of a Follow-up Inspection
in October 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

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CUSTOMER
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SECOND FOLLOW-UP TO THE INSPECTION OF GLENLOLA COLLEGIATE SCHOOL, BANGOR (441-0097)

The Education and Training Inspectorate (ETI) carried out a follow-up inspection of Glenlola Collegiate School in November 2016¹ which concluded that the school needed to address important areas for improvement in the interest of all the learners.

The areas for improvement identified in the follow-up inspection were the need to:

- continue to raise standards consistently across all GCSE subjects, especially at grades A* to B;
- develop further the school's approach to the monitoring and evaluation of planning, learning, teaching and assessment in order to raise expectations with regard to the pupils' progress; and
- broaden the scope and effectiveness of the careers provision across the school.

During the follow-up inspection, the quality of the provision for careers education, information, advice and guidance (CEIAG) was identified as requiring further improvement.

The school's post-inspection action plans were of a good quality and outlined a number of key actions and targets to progress the improvement work and raise standards.

The progress being made in the areas for improvement was discussed with the school in an interim follow-up inspection visit (IFuV) carried out by the ETI in September 2017. The IFuV was impacted by action short of strike.

The support provided by the Education Authority has included a particular focus on developing further data analysis to inform target-setting and tracking.

A second follow-up inspection was conducted in October 2018.

In the interval since the follow-up inspection in November 2016, actions or changes which affect the work of the school include:

- a number of teaching staff have been appointed and appointments have been made at both senior and middle leadership level;
- there has been re-organisation of form classes;
- there has been continued professional development focused on effective learning and teaching and the sharing of good practice; and
- a communication tool is being used to develop further the home/school partnership.

¹ <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/follow-up-inspection-glenlola-collegiate-school-bangor-county-down-441-0097.pdf>

Views of parents and staff

Nearly five percent of parents (46) and three-fifths of staff (60) responded to the online questionnaires. The responses from almost all of the parents and staff indicated high levels of satisfaction with the life and work of the school. Just over two-fifths of the parents provided written comments; a majority were wholly positive and highlighted in particular the caring and supportive learning environment provided for the pupils and were appreciative of the opportunities afforded to their children beyond the classroom. The small number of issues highlighted in the written comments were communicated to the principal and representatives of the governors. Nearly all of the responses to the staff questionnaires were wholly positive, with nearly two-fifths providing written comments and highlighting in particular: the inclusive, welcoming and pastoral ethos of the school community; and the opportunities to engage in continuing professional development and self-evaluation and development planning.

Key findings

- Overall, the outcomes for learners are now good. The outcomes at A*-B are now more consistent across the GCSE subjects; a majority of subjects are above their respective Northern Ireland (NI) average. The proportion of pupils achieving seven or more GCSEs at grades A* to B has increased from 66.2% in 2016 to 74.4% in 2018; when English and mathematics are included the corresponding increase is from 61.2% to 63.5%. At post-16, while a majority of individual subjects are above their respective NI average, the proportion of pupils achieving 3 or more A-Levels at grades A* to C remains below the corresponding NI average.
- There has been continued development and dissemination of data analysis to evaluate progression; pupils, parents and staff have a shared understanding of the tracking system which informs targets, and identifies underachievement and interventions. The school's internal and external data is being used to: identify areas of underperformance; and monitor and evaluate progress across all subjects and key stages. It remains important that the data should be used consistently to challenge and raise expectations beyond the attainment levels which are implicit in the data itself.
- Learning clusters have been established to good effect, with successful priorities including increased consistency in lesson planning across departments, developing the use of a range of strategies to meet pupil need and the sharing of good practice. In the effective practice observed during this follow-up, lessons were well-structured and targeted, with good examples of improved methods of differentiated support for the range of needs of the learners.
- The school is alert to anxiety experienced by a small proportion of the pupils, some of which is leading to lowered attendance rates in certain year groups; the school is addressing this through a number of helpful strategies which are leading to improved communication within the school and with parents. The school is continuing to evaluate, review and develop their responses.
- A small number of new subjects at key stage 4 and post-16 have been introduced since 2016 which broadens curriculum choice noting the significant proportion of pupils who progress to further education, work-based learning or employment; it will be important that the school continues to review and develop this responsive curriculum.

- The provision for CEIAG has been restructured and extended. The action plan identifies key priorities which the department is addressing. In discussions with the pupils, they indicated that they are well-informed about their subject options and career progression pathways to the next level of education or employment.

Overall Effectiveness

Glenlola Collegiate 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 in:

- continuing to adapt the curriculum to the needs and aspirations of the pupils; and
- adapting and refining further the target-setting process, building on the emerging consistency, in order to improve outcomes further at all key stages.

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