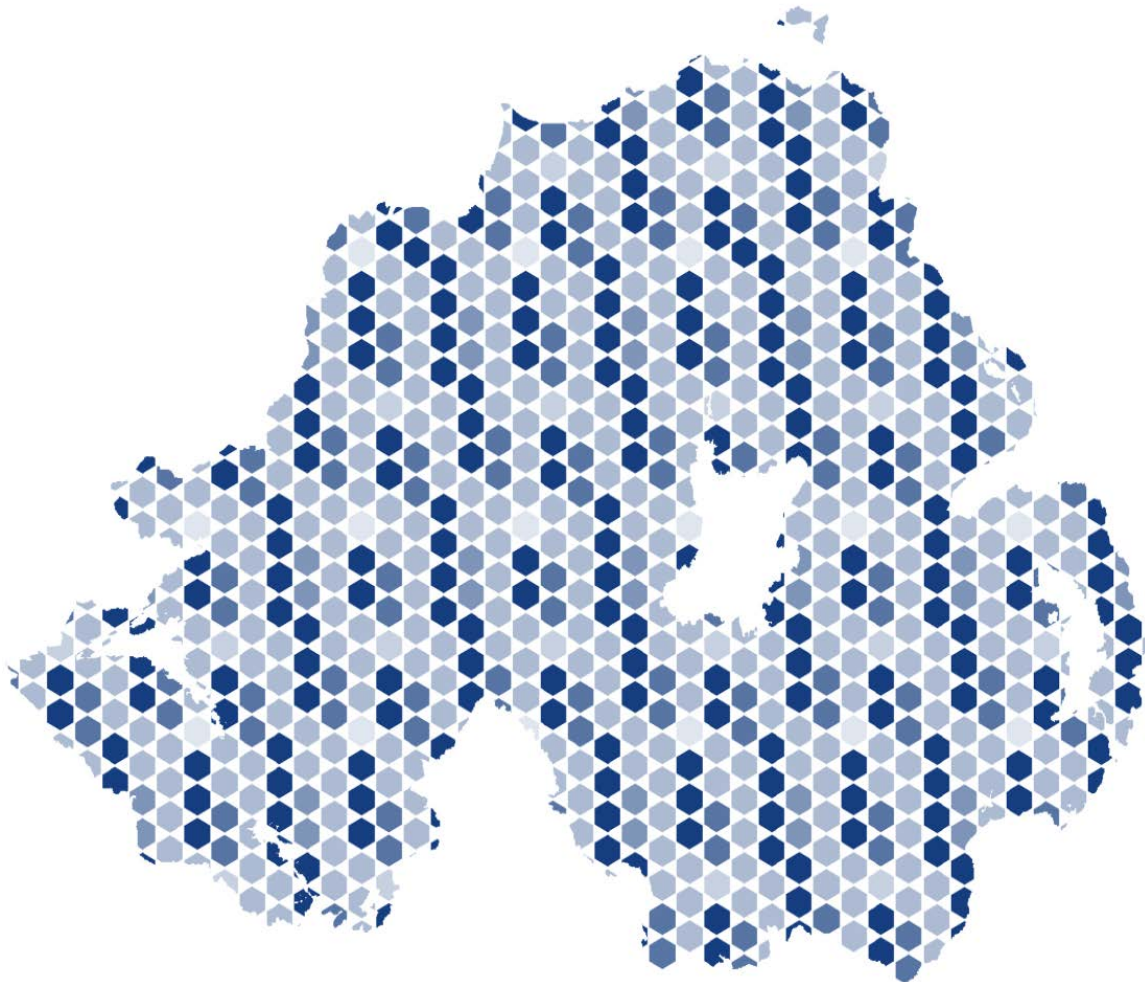


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Campbell College, Belfast

All Boys' Voluntary Grammar School

Report of an Inspection
in October 2015



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms used by the Education and Training Inspectorate

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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

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 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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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of post-primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self evaluation* at: <http://www.eti.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

Inspectors observed learning and teaching, scrutinised documentation, data and the pupils' written work and held formal and informal discussions with pupils (individually and in groups), teachers and 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.

Eighteen percent of parents (150) responded to the questionnaires, with 68 of them providing written comments. Almost all of the parents commented positively on: the high quality of the pastoral care provided by the teaching and non-teaching staff; the commitment and dedication of the teachers and support staff to the care of the pupils; and the encouragement given to all of them to take part in the wide range of extra-curricular activities. Forty-four percent of staff (50) responded to the questionnaires, with 14 providing written comments. The staff commented positively on the commitment of the school community to help the pupils fulfil their potential and achieve their ambitions. The small number of issues raised in the questionnaires were discussed (maintaining the confidentiality of the respondents) with the governors and the principal.

2. Focus of the inspection

In order to promote improvement in the interests of all pupils, the purpose of a post-primary inspection is, through effective linking of internal and external approaches, to:

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

3. Context

Campbell College is an all boys' selective school for pupils aged 11-18 years, most of whom come from the greater Belfast area. The school also has a boarding provision with 130 pupils, 55% of whom are from international countries. The proportion of year 8 pupils who have achieved at or above the expected levels in literacy and numeracy on entry to the school is below the average for selective schools. At the time of the inspection almost one-quarter of the pupils were on the special educational needs register. Three senior teachers took up their posts in September 2015, joining with the principal and two vice-principals in a newly established senior leadership team.

Campbell College, Belfast	2012/13	2013/14	2014/15	2015/16
Year 8 Intake	107	113	122	136
Enrolment	901	892	899	901
% Attendance (NI Average for selective schools)	95.5% (95.3%)	95.9% (95.8%)	95.6% (n/a)	N/A (n/a)
FSME Percentage ¹	1.1	0.7	1.8	2.3
% (No.) of pupils on the SEN register	16.2 (146)	15.9 (142)	17.6 (158)	23.0 (207)
No. of pupils with statements of educational need	14	15	15	22
No. of newcomers	54	42	47	55
<i>Intake²:</i>				
% of Y8 pupils with L5 English	21.5	15.0	#	#
% of Y8 pupils with L5 mathematics	33.6	22.1	#	#
% of Y8 pupils with L4 and above in English	69.2	75.2	#	#
% of Y8 pupils with L4 and above in mathematics	77.6	83.2	#	#
<i>Source: data as held by the school.</i>				

Source: data as held by the school.

* fewer than 5

N/A not available

Data unavailable due to industrial action in some primary schools

4. Overall findings of the inspection

Overall effectiveness	Address important areas for improvement
Achievements and standards	Important areas for improvement
Provision for learning	Important areas for improvement
Leadership and management	Important areas for improvement

5. Achievements and standards

- The pupils are respectful, self-confident young men who are able, from an early stage in the school, to listen to others, ask insightful questions and offer articulate and well-considered opinions. When they are provided with well-planned and varied learning opportunities, they work responsibly and to good effect, both independently and together, to research purposefully, to apply their knowledge and to be creative and resourceful. In addition, they develop very good personal and social skills, including team-working, leadership and mentoring skills through the effective 'house system'. Enthusiastic participation in a broad and rich range of academic, cultural and sporting activities prepares the pupils well to persevere and to contribute responsibly in their community and beyond.

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

² From 2013, KS2 standards in English and mathematics are reported as Levels of Progression in Communication and Using Mathematics and cannot be compared directly with KS2 data from previous years

- The standards attained by the pupils in English are an important area for improvement, particularly at GCSE grades A* to B, which are consistently below the Northern Ireland (NI) average for selective schools. A small number of pupils progress to GCE A Level English literature and the standards they attain at grades A* to C are in line with the NI average. The action planning process needs to be based upon more rigorous self-evaluation, which is underpinned by an analysis of the available data, to identify and address more effectively the areas in which standards are low.
- The standards attained by the pupils in mathematics are an important area for improvement. They are consistently below the NI average for selective schools in GCSE mathematics at grades A* to B. A minority of pupils study GCSE further mathematics, a significant minority study GCE A level mathematics and a small number study GCE A level further mathematics; these pupils achieve well, attaining at a level above, and in line with the corresponding NI averages for similar schools.
- The standards attained by the pupils in technology and design are good; the outcomes at GCSE level are broadly in line with the corresponding NI average for selective schools. At GCE A level, the percentage of pupils attaining at grades A* to C is above the corresponding NI average. The targets set for the pupils are realistic and based on a sound knowledge of their abilities and interests. A more rigorous approach to the analysis of examination data and assessment information would better inform the teachers' planning and improve further the standards attained by the pupils in public examinations.
- Since 2011, the percentage of pupils attaining seven GCSE examinations or equivalent at grades A* to C including English and mathematics has risen by 20 percentage points; this figure, however, remains significantly below the NI average for similar selective schools. The attainment of the small number of pupils entitled to free school meals in five or more GCSE examinations or equivalent at grades A* to C, including English and mathematics, has fluctuated over the past three years; the school needs to monitor the progress of these pupils more closely to ensure they reach their full potential.
- There is significant variation in the standards attained by the pupils at grades A* to B in individual subjects at GCSE level. In only three subjects do the pupils achieve above the corresponding three-year NI subject average for similar schools. Furthermore, in one-half of the subjects (ten subjects) the pupils' attainment is more than ten percentage points below the three-year NI subject average for similar schools. Attainment in the small number of applied courses is mostly good.
- At GCE A level, the percentage of pupils attaining three or more grades at A* to C has improved significantly over the past three years; however, it remains well below the NI average for similar schools. Pupil attainment in over one-half of the subjects offered (55%) is below the three-year NI average at grades A* to C. Pupil attainment at GCE AS level requires significant improvement.
- For the academic year 2013-14, the proportion of year 12 pupils who progress to year 13 is below the NI average, as is the proportion of year 13 pupils who progress to year 14. The proportion of pupils who, on completion of GCE A2 level study, enter higher education is also below the NI average.

- The raising of pupil attainment in public examinations is a key priority which has been identified appropriately by the school. A number of strategies have been identified and put in place to help achieve this aim, which are beginning to have an impact, namely: the reorganisation of the school timetable; improved mechanisms for recording and reporting pupil progress in all subjects at key stage 4 and post-16; and increased entry requirements to subjects in year 13 to help ensure the pupils have the prerequisite level of achievement to cope with the challenges of post-16 study. Taking into account the prior level of achievement of the pupils, the school needs to address the undue variation in standards across subject areas, and improve the quality of departmental and whole-school target-setting to ensure there is timely and appropriate intervention to support those pupils at risk of low or under-achievement.

6. Provision for learning

- Over four-fifths (84%) of the lessons observed during the inspection were good or better; over two-fifths (41%) of them were very good or outstanding. This effective practice was characterised by: a range of innovative teaching strategies to engage and enthuse the pupils; open-ended questioning by the teachers to consolidate and extend their knowledge and understanding; the effective use of their interests and ideas (including their misconceptions) to direct the learning and as a source of additional learning; and well-planned opportunities for the pupils to discuss their work and to learn from one another.
- In under one-fifth (16%) of the lessons observed there were important or significant areas for improvement. This less effective practice was characterised by: insufficient planning for learning; a lack of challenge in the work set; and an overly slow pace which led to some pupil disengagement at a low level.
- The quality of planning is variable across and within subject areas, and across the key stages. In the best practice, the planning guides well the work of individual teachers to help ensure a coherent, stimulating and progressive learning programme is provided for the pupils. In the less effective practice, planning was not tailored sufficiently to meet the range of abilities within the class and did not take sufficient cognisance of the pupils' prior learning experiences. It is important that senior leaders provide opportunities for staff to disseminate the effective practice in planning to inform the necessary improvement work in this area.
- Significant work has been undertaken to improve the school's procedures for monitoring the progress of the pupils, particularly at key stage 4 and post-16. The school has identified appropriately the need to improve further the consistency, and impact of, assessment practice in raising attainment, and the need to extend this practice into key stage 3. At present, it is not informing sufficiently in-class planning and target-setting practices to promote appropriate progression and improve the pupils' learning. Whilst the teachers set and mark homework regularly, in some subjects the pupils do not receive enough evaluative written feedback to help them improve the standard of their work.

- The provision for learning in English is good. The use of a wide range of texts and media provides the pupils with good quality talking and listening, and writing opportunities. In the most effective practice, in a majority of the lessons observed, the appropriate use of information and communication technology (ICT) helps the pupils work collaboratively to research, interrogate and present information. The teachers use a good range of assessment strategies to consolidate key learning points. In order to raise standards further, there is a need to: ensure the provision is tailored sufficiently to meet the needs and abilities of all of the pupils; and to monitor and evaluate more robustly the consistency of their learning experiences across the department.
- Literacy across the curriculum is at an early stage of development and an important area for improvement. There is significant variation in the quality of the pupils' written work; a more structured approach to marking by the teachers, along with better quality feedback to the pupils on how to improve their work, is required to address this.
- The provision for learning in mathematics is good. The pupils consolidate and extend their mathematical understanding by engaging positively in their individual work and through whole class discussion. Most of the pupils respond to the teachers' questioning with confidence and offer answers willingly in class. In the most effective practice, in a majority of the lessons observed, there are opportunities for the pupils to work in pairs and small groups in order to discuss, reason and explain fully their mathematical thinking and to pose additional mathematical problems for each other. It will be important to monitor, evaluate and review the consistency of this provision across the department to ensure all pupils fulfil their potential.
- While a reviewed numeracy policy has recently been implemented, the development of numeracy across the curriculum is at an early stage of development and an important area for improvement. There is a need for a more coherent and effective whole-school approach to the promotion and development of the pupils' numeracy skills across the curriculum, which is monitored and evaluated rigorously to ensure the actions are effecting improvement and raising the standard of the pupils' numeracy skills.
- The provision for learning in technology and design is good. In the most effective practice, in a majority of the lessons observed, the activities engage the pupils in relevant projects which develop well their capabilities in key workshop skills. The work is set in meaningful, contemporary real-life contexts; this aspect of provision is enhanced further for the pupils through good links with industry.
- At the start of the current academic year, the school introduced a new online learning environment to support learning, including homework, teaching, administration and management. It is noteworthy that the take up by the majority of teachers has been rapid and the pupils report that they use it on a regular basis on their personal digital devices, both at home and in school. Information and communication technology resources are used widely and effectively to prepare and to support teaching presentations; the pupils benefit from a good variety of opportunities to use online and digital resources to develop and apply their thinking, problem-solving and creative skills. Significant attention is given to ensuring that the pupils are well aware of the importance of their personal online safety.

- There are important areas for improvement in the provision for careers education, information, advice and guidance (CEIAG). At post 16, the school has a well-planned CEIAG programme. The pupils benefit from coherent personal career planning and they develop their employability skills well through appropriate work experience placements and attendance at a suitable range of work-related learning events. At key stage 4, the provision is underdeveloped and the pupils do not have sufficient access to a formal, structured and progressive programme of careers education. In addition, the planning for, and provision of, learning for life and work varies considerably and is not monitored or evaluated sufficiently; as a result, the pupils' knowledge of the career pathways open to them and their understanding of personal career planning are limited.
- At key stage 4 and post-16, the school is meeting the requirements of the Entitlement Framework. While the school has placed appropriately a high priority on reviewing the curriculum offer, strategies to monitor and evaluate the impact of curriculum development on the pupils' learning experiences, and the standards achieved by them, are underdeveloped. The school needs to develop a more strategic, systematic approach to the curriculum planning process, with a focus on providing clear progression opportunities for pupils of all abilities across all key stages.
- While the school currently offers a small number of subjects through the Area Learning Community (ALC) at post-16, the opportunities to extend and improve the relevance of the curriculum offer through collaboration with the local further education college and other schools within the ALC are also underdeveloped.
- The high standard of care and support for pupils and staff is founded well on a strong sense of school community, reflecting a diversity of young people, including those from international countries. The excellent caring and inclusive ethos reflects well the school's mission to '*welcome, challenge and inspire every pupil to be the very best they can be.*' The pupils have a strong sense of pride in, and belonging to, their school community, which is reflected in the range of leadership roles which they adopt willingly. Pastoral care and safeguarding are both underpinned very effectively by comprehensive and integrated policies and practices, which are continuously developed and improved through rigorous and transparent monitoring and evaluation. Appropriately, the pupils also contribute through their school council to the review and revision of school policies.
- The needs of those pupils who require additional support with aspects of their learning are identified at an early stage. They are integrated fully into the life of the school and are supported well by their teachers and support staff in their personal and social development. The learning support centre is managed well, and is a space where the pupils can relax and receive sensitive guidance. The individual education plans for pupils, which the school is continuing to enhance, include useful and supportive information on the pupils' strengths and identifies strategies to progress their learning.

7. Leadership and management

- Embedding a culture of continuing improvement is the key challenge identified by the senior leaders in the school. Since the appointment of the principal three years ago, there is evidence of significant progress towards this goal across a number of important areas. To build upon this important work and to ensure further improvement in the pupils' learning and the standards attained, the self-evaluation processes, including the more effective use of data, observations of learning and teaching, sharing of best practice and regular evaluations of the quality of the pupils' work, need to be applied consistently and more effectively across the departments.
- The school development planning process is underpinned by extensive and meaningful consultation with the pupils, their parents, the staff and the governors. A review of the action plans is required to bring into sharper focus the key priorities for improvement.
- The heads of department and other middle leaders are committed to improving the quality of provision and raising standards. They have a shared, whole-school vision for improvement and support the work of the new leadership team. At present, the role of middle leadership in the self-evaluation process is underdeveloped. It will be important for the senior leaders to develop more fully the capacity of the middle leaders, in their respective areas of responsibility, to rigorously monitor and evaluate the quality of the pupils' learning and classroom experiences, the quality of their work and the standards they achieve.
- The governors use very well their individual and collective experience and expertise to support the school in meeting the needs of each pupil. They are very well-informed about the key priorities for development, carry out effectively their challenge function, engage fully in the school development planning process, and support the principal and staff in ensuring that the pupils reach their potential. Based on evidence presented at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated.
- On the basis of the evidence available at the time of the inspection the school has comprehensive arrangements in place for safeguarding children and young people. These arrangements reflect the guidance issued by the Department of Education. In discussions with the pupils, they reported that they feel safe and know who to talk to if they have any concerns about their safety or wellbeing.

8. Overall effectiveness

The school needs to address important areas for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the areas for improvement which include the need to:

- continue to raise the standards achieved by the pupils in public examinations;
- improve the quality of planning and assessment at all levels to meet more effectively the learning needs of all the pupils; and

- further develop and embed the self-evaluation processes, across the subject departments, to ensure the learning experiences are of a consistently high standard for all the pupils.

There will be a formal follow-up inspection in 12-18 months.

Examination performance and other statistical data

GCSE and equivalent examination results from 2012-13 to 2014-15

Based on data held by the school in SIMS³ and verified with ETI, the table below compares the percentage of year 12 pupils in Campbell College, Belfast achieving seven or more GCSEs (A* to C) and equivalent subjects and the percentage of pupils entitled to free school meals with the NI average for selective schools in the same free school meals category⁴.

GCSE and GCSE equivalent subjects - *following 3 permitted exclusions	2013	2014	2015
*Percentage of Year 12 taking GCSE & equivalents in at least seven subjects	98.0	94.0	94.8
*Percentage of Year 12 obtaining Grades C or above in at least seven subjects	76.7	73.8	76.1
The NI average for similar schools in the same free school meals category	96.4	96.8	N/A
*Percentage of Year 12 obtaining Grades C or above in at least seven subjects including GCSE English and GCSE Mathematics	75.3	72.5	76.1
The NI average for similar schools in the same free school meals category	95.0	95.9	N/A
*Percentage of Year 12 obtaining Grades C or above in at least five subjects	88.7	86.6	92.3
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)	*	*	*

*Fewer than 5 pupils

Other examination results: key stage 4

Based on data held by the school in SIMS and verified with ETI, the table below shows the percentage of year 12 pupils in Campbell College, Belfast achieving grades A* to C and A* to E in vocational/applied courses equivalent to GCSE level. No average is available from the examining boards for the subjects in this table to facilitate comparison.

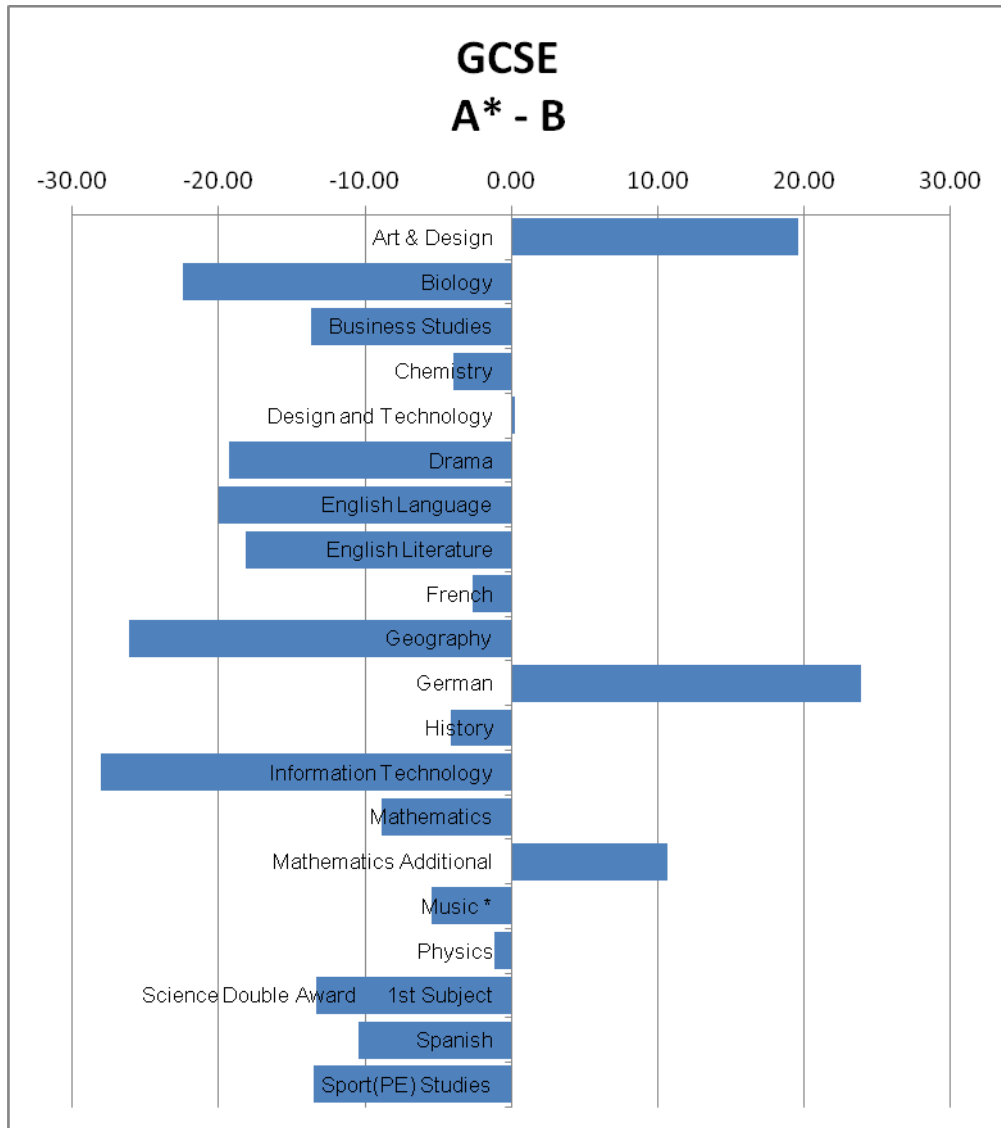
GCSE Subject	2012-13		2013-14		2014-15		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
<i>CCEA Hospitality</i>	86	100	76	95	81	97	74
<i>CCEA Leisure and Tourism</i>	78	100	89	100	90	100	28

³ SIMS: School Information Management System

⁴ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

Attainment of pupils in individual subjects at GCSE level at grades A* to B from 2012-13 to 2014-15

Based on data held by the school in SIMS and verified with ETI, the average over three years of the percentage of pupils achieving at GCSE level at grades A* to B in individual subjects in Campbell College, Belfast is compared with the three-year NI average for similar schools. A positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons between subjects should be treated with caution.



*indicates fewer than 30 entries over 3 years

GCE A level examination results at grades A* to C from 2012-13 to 2014-15

Based on data held by the school in SIMS and verified with ETI, the table below shows the percentage of year 14 pupils in Campbell College, Belfast achieving three or more GCE A levels at grades A* to C, and two or more GCE A levels at grades A* to E. The table compares the percentage of achieving three or more GCEs (A* to C) with the NI average for selective schools in the same free school meals category⁵.

GCE A Level or equivalent – *following 3 permitted exclusions	2013	2014	2015
*Percentage of Year 14 taking A2 levels & equivalents in at least three subjects	78.7	85.1	91.5
*Percentage of Year 14 obtaining Grades C or above in at least three A2 levels	46.1	61.4	65.3
The NI average for similar schools in the same free school meals category	81.1	75.3	N/A

Other examination results: post-16

Based on data held by the school in SIMS and verified with ETI, the table below shows the percentage of year 12 pupils in Campbell College achieving grades A* to C and A* to E in vocational/applied courses equivalent to GCE level. No average is available from the examining boards for the subjects in this table to facilitate comparison.

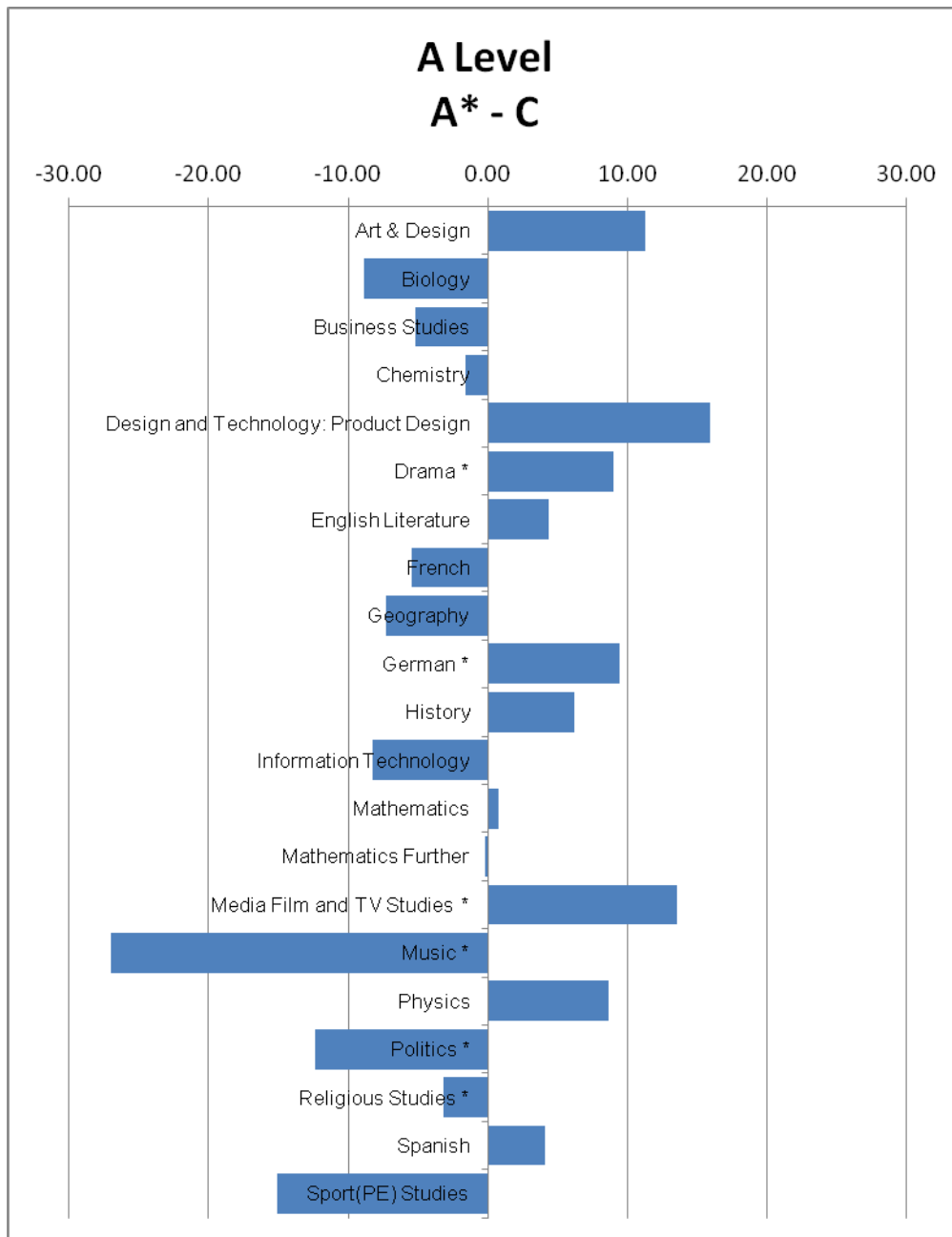
GCE Subject	2012-13		2013-14		2014-15		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
CCEA Business Studies (vocational)	25	100	75	100	0	100	24
CCEA Leisure and Recreation (vocational)	0	100	78	100	71	100	18

Level 3	2012-13	2013-14	2014-15	Total entry over 3 years
	% A* - E	% A*-E	% A*-E	
BTEC Advanced subsidiary diploma in Hospitality	100	100	100	20

⁵ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

Attainment of pupils in individual subjects at GCE A level at grades A* to C from 2012-13 to 2014-15

Based on data held by the school in SIMS and verified with ETI, the average over three years of the percentage of pupils achieving at GCE level at grades A* to C in individual subjects in Campbell College, Belfast is compared with the three-year NI average for similar schools (all boys in all schools). A positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons between subjects should be treated with caution.



*indicates fewer than 20 entries over 3 years

Staying on rate

Based on data held in SIMS by the school and verified with ETI, the table below shows the percentage of the pupils who stay on at Campbell College from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for selective schools from school census returns to the Department of Education for the most recent year for which data is available.

	NI Average	School
% Yr 12 staying on to Yr 13	95.6	92.1
% Yr 13 staying on to Yr 14	94.1	92.2

Leavers' destinations

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

	2013/14 NI %	2013/14 School %	2013/14 School Nos.	Level 2	Level 3+
Total number of leavers			151		
Employment	4.2	7.3	11		
Further Education	20.6	17.2	26	n/k*	n/k*
Higher Education	70.6	64.2	97		
Work-based learning (Training)	1.4	5.3	8		
Unemployed	1.1	3.3	5		
Unknown	2.1	2.6	4		

* Not known by the school.

Health and Safety

- There are a number of tripping hazards, due to uneven paths, within the school campus. A risk assessment will need to be carried out.
- There is a need to review the current health and safety practices and conduct risk assessments in the technology and design department to ensure machinery is secured appropriately and all personnel have up-to-date training.

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