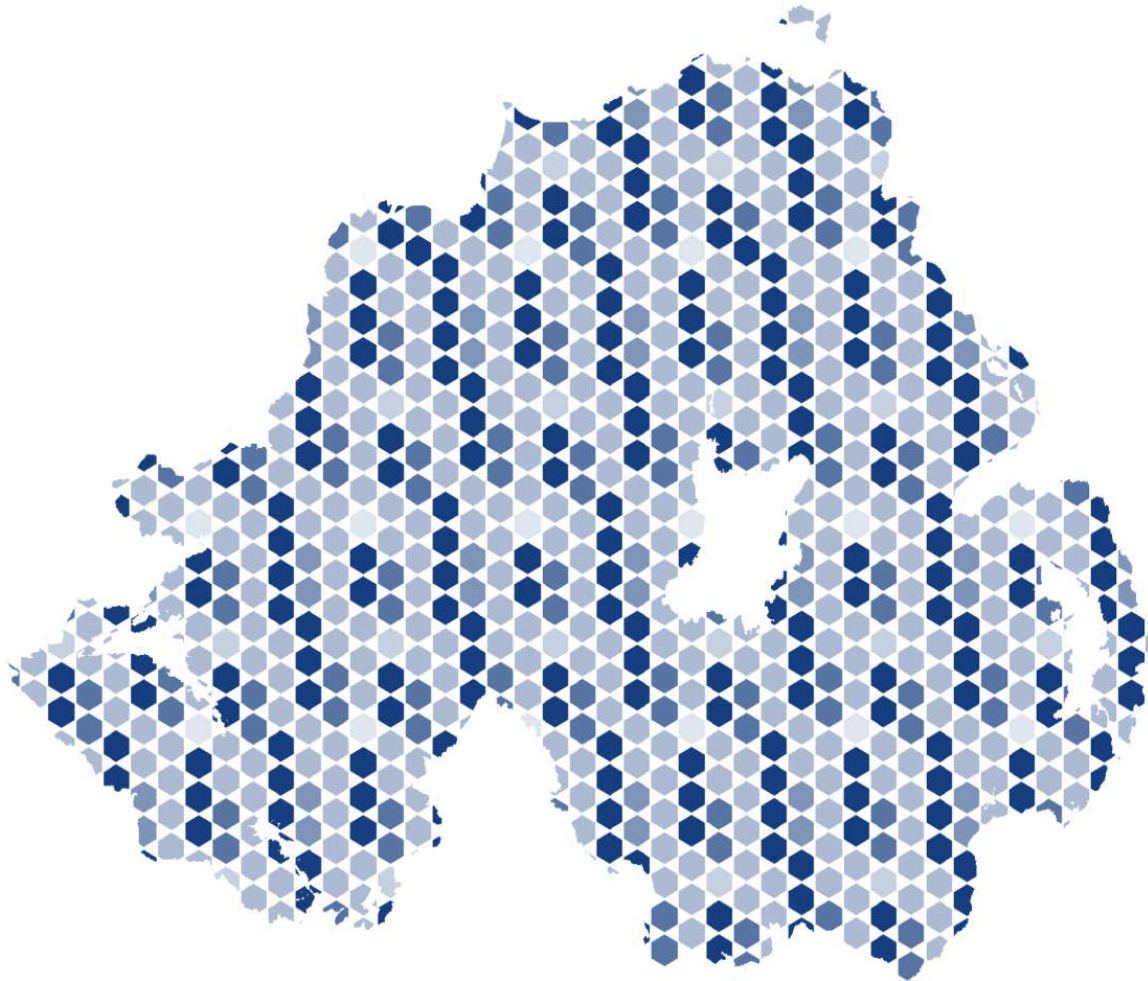


Education and Training Inspectorate

POST-PRIMARY INSPECTION



Aughnacloy College, Aughnacloy, County Tyrone

Controlled, non-selective, co -educational 11-16 school DE Ref No (521-0153)

Report of an Inspection (involving Action Short of Strike) in May 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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	2
6. Quality of provision	3
7. Leadership and management	4
8. Safeguarding	4
9. Overall effectiveness	5

Appendices

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

INTRODUCTION

1. Context

Aughnacloy College is located on the outskirts of the town. Almost all of the pupils come from the town and the surrounding area. Over the past three years, the enrolment has increased slightly and the number of pupils with statements of educational need has decreased.

The school participates in a collaborative programme with a neighbouring maintained post-primary school. Its 3G pitch for which funding was sought and acquired, is regularly used by the school and the community.

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 the principal would be co-operating with the inspection. 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.

Aughnacloy College	2015-16	2016-17	2017-18	2018-19
Year 8 Intake	38	37	33	31
Enrolment	153	153	166	162
% Attendance (NI Average)	94.3 92.0	93.5 91.8	93.9 (N/A)	N/A (N/A)
FSME Percentage ¹	29.4	28.8	28.3	24.6
% and (Number) of pupils on SEN register	25.4 (39)	24.8 (38)	20.5 (34)	20.9 (34)
No. of pupils with statements of educational need in the mainstream school	21	17	20	15
No. of newcomers	*	*	*	*

Source: data as verified by the school.
N/A not available

2. Pupils', parents' and staff questionnaire responses

Ninety-eight percent (159) of the pupils completed an online questionnaire. Most of the pupils' responses were positive about their experiences in the school. Forty-two percent (67) of the pupils who responded also provided written comments, including comments about the beneficial support and guidance they receive from their teachers, and the variation in some of their learning experiences across the curriculum.

Fifteen percent of parents (17) and a significant minority of staff (8) responded to the online questionnaire. The responses from the parents and the staff were largely positive. Almost all parents agreed that their child enjoys learning at school and that the school is well thought of in the community, and the staff indicated a high degree of satisfaction with the life and work of the school.

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

Any issues raised in the questionnaires were discussed with the principal and the representatives of 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;
- 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 literacy, 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

KEY FINDINGS

5. Outcomes for learners

- The pupils who met with the inspectors were courteous and friendly. They engaged readily to express clearly their views and experiences of how they are progressing in school.
- The outcomes for pupils in public examinations are a significant strength of the school. Over the past three years, the proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C is significantly above the Northern Ireland (NI) average for similar schools². Almost two-thirds of the subjects are more than twenty percentage points above the corresponding NI average³.

² In the same free school meals band.

³ In those subjects for which there are corresponding NI subject averages.

- Over the past three years, the proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C including English and mathematics has increased and is significantly above the NI average for similar schools. The proportion of pupils entitled to free school meals attaining at this level has also increased and is significantly above the corresponding NI average.
- Over the past three years, almost all pupils were entered for a science qualification with successful outcomes. During this period the proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C including English, mathematics and one or more science subject has increased from 65% to 76%.
- In 2017 all of the pupils in year 12 progressed to employment and post-16 provision (by transferring to year 13 in another post-primary school or progressing to further education).

The ETI was unable to evaluate fully:

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

6. Quality of Provision

- Over the past three years, the curriculum at key stage (KS) 3 has been broad and balanced; however, at the point of inspection the KS 3 curriculum for drama is not meeting the minimum statutory requirement.
- At KS 4, the curriculum is flexible and adapts each year to meet the needs and aspirations of the pupils, as evidenced by the high outcomes at KS 4. The curriculum offer meets the Entitlement Framework. Most of the subjects are offered in-house by the school and a small number in collaborative partnership within the Dungannon and Cookstown Area Learning Community.
- At KS 3, careers education, information, advice and guidance (CEIAG) is delivered through the employability element of the Learning for Life and Work scheme. While there is a discrete programme of careers guidance at KS 4, which is augmented by visits to employers and from guest speakers, a small cohort of pupils do not have sufficient engagement with the statutory elements for Personal Development.
- In discussions with the inspectors, almost all of the pupils spoke positively about their learning experiences and the support they receive from their teachers. A small number of pupils, indicated that they would benefit from further guidance on specific career progression pathways.
- The pupil council is at an early stage of development. Consequently, it will be important to incorporate further opportunities for pupils to voice their opinions and have their views taken into account in decisions which impact upon them.

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 CEIAG provision;
- the quality of provision in English and literacy, mathematics and numeracy; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- The school development planning process needs to be: underpinned by a wider consultation with all stakeholders; and, the school's internal data used more thoroughly to support leadership, at all levels, in evaluating the impact of improvement work.
- The governors have a good understanding of the school improvement process and the pupils' achievements in relation to NI benchmarks. They have exercised their challenge function in appropriate circumstances and they monitor closely the school's financial planning. 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.
- It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the pupils and the staff.

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 broadly reflect the guidance from the Department of Education. The school needs to: continue to review and update governor training and key policies including the anti-bullying, the positive behaviour and the Relationships and sexuality education policies. 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 in school and are aware of what to do if they have any concerns about their safety or welfare.

CONCLUSION

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

1. There is open access to the school site and buildings and the mobile classrooms.

Examination performance and other statistical data

GCSE and equivalent examination results from 2015-16 to 2017-18

Based on data held by the school in SIMS⁴ and verified with the ETI, the table below compares the percentage of year 12 pupils in Aghnacloy College achieving five or more GCSE examinations and equivalent at grades A* to C and the percentage of pupils entitled to free school meals with the NI average for non-selective schools in the same free school meals band⁵.

The table also includes the percentage of year 12 pupils in Northern Ireland achieving five or more GCSE examinations and equivalent, including English and mathematics at grades A* to E. In this instance, there is no NI average available.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2015-16	2016-17	2017-18
<i>*Percentage of Year 12 taking GCSE & Equivalentents in at least 5 subjects</i>	96.9	100	100
<i>*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects</i>	87.5	100	96.6
<i>The NI average for similar schools in the same free school meals band⁶</i>	75.8	81.8	N/A
<i>*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics</i>	59.4	73.3	79.3
<i>The NI average for similar schools in the same free school meals band</i>	56.6.	61.4	N/A
<i>*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects</i>	93.8	100	100
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	66.7	**	88.9

** There were no Year 12 pupils entitled to free school meals in 2016-17.

⁴ SIMS: School Information Management System

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

⁶ 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.

Attainment of pupils in individual subjects at GCSE level or equivalent

(The three year average is expressed as a percentage of the pupils entered)

Grades A* - C

	2015-16	2016-17	2017-18
Number of pupils in Year 12 cohort	32	15	29

GCSE Subject or equivalent	Number of Entries	School A* to C	Northern Ireland A* to C
Art & Design	11	81.8	75.8
Business Studies	35	68.6	60.7
Design & Technology	43	95.3	70.5
Early Learning	*	100	N/A
English Language	73	76.7	67.5
English Literature	*	66.7	84.5
French	*	85.7	74.9
Geography	22	77.3	64.8
History	*	100.0	65.0
Home Economics Child Development	*	100.0	70.0
Home Economics	26	92.3	67.7
Information Technology	58	98.3	71.5
Learning for Life and Work	69	50.7	74.1
Mathematics	70	95.7	52.7
Media Studies	*	66.7	65.4
Motor Vehicle Studies	20	100.0	52.3
Music	11	90.9	81.3
Occupational Studies: Beauty Services	11	100.0	N/A
Occupational Studies: Construction Studies	*	85.7	N/A
Occupational Studies: D& T Graphic Products	*	100.0	N/A
Occupational Studies: Engineering	10	100.0	N/A
Occupational Studies: Practical Craft	*	100.0	N/A
Science Double Award	49	96.9	83.4
Science Single Award	26	96.2	70.0
Sport/PE Studies	16	81.3	70.1

* indicates fewer than 10 entries over 3 years

STAYING ON RATE⁷ 2017/18

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 ⁸
% Yr 12 staying on to Yr 13	49.5	5.9

Leavers' Destinations⁹ 2016/17

Based on data held by the school and verified with the ETI, the table below shows the percentage of all of the pupils from this school who leave school to enter employment, further education, higher education, and training or are seeking employment compared with the average for non-grammar schools and for the most recent year for which data is available.

	NI No.(%)	NI Yr12 (%)	School Yr12 No. (%)	Level 3 (No.)
Total Number of Leavers	12256		16 94.1	
Employment	1497 (12.2%)	6.7%	*	
Institute of Further Education	5512 (45.0%)	60.9%	14 (87.5%)	14
Institute of Higher Education ¹⁰	2652 (21.6%)	*	0	
Training ¹¹	1924 (15.7%)	28.0%	0	
Unemployment	448 (3.7%)	2.7%	0	
-Others	223 (1.8%)	#	0	

Source for NI data: Destination of School Leavers by year group, 2016/17 - NON-GRAMMAR SCHOOLS¹²

- *fewer than 5 cases
- # figures suppressed

⁷ The percentage of pupils who stay on at school compared with the Northern Ireland average for all schools, this rate is calculated in terms of pupils who progress their level of study, whether at their original or a new school. Pupils that move schools between years are counted as 'staying on' at their original school as they are progressing their study within the school system.

⁸ Percentage transferring to year 13 in another post-primary school.

⁹ Destination is defined by Institution. Institutions may provide courses at both Further and Higher Education levels.

¹⁰ Includes universities and teacher training colleges.

¹¹ 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.

¹² Excludes special and independent schools.

Inspection methodology and evidence base

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

The arrangements for this inspection included: meetings with the principal, a meeting with a representative from the governors; formal discussions with groups of pupils; review of documentation and data; and the opportunity for all pupils, 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

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

¹³ 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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