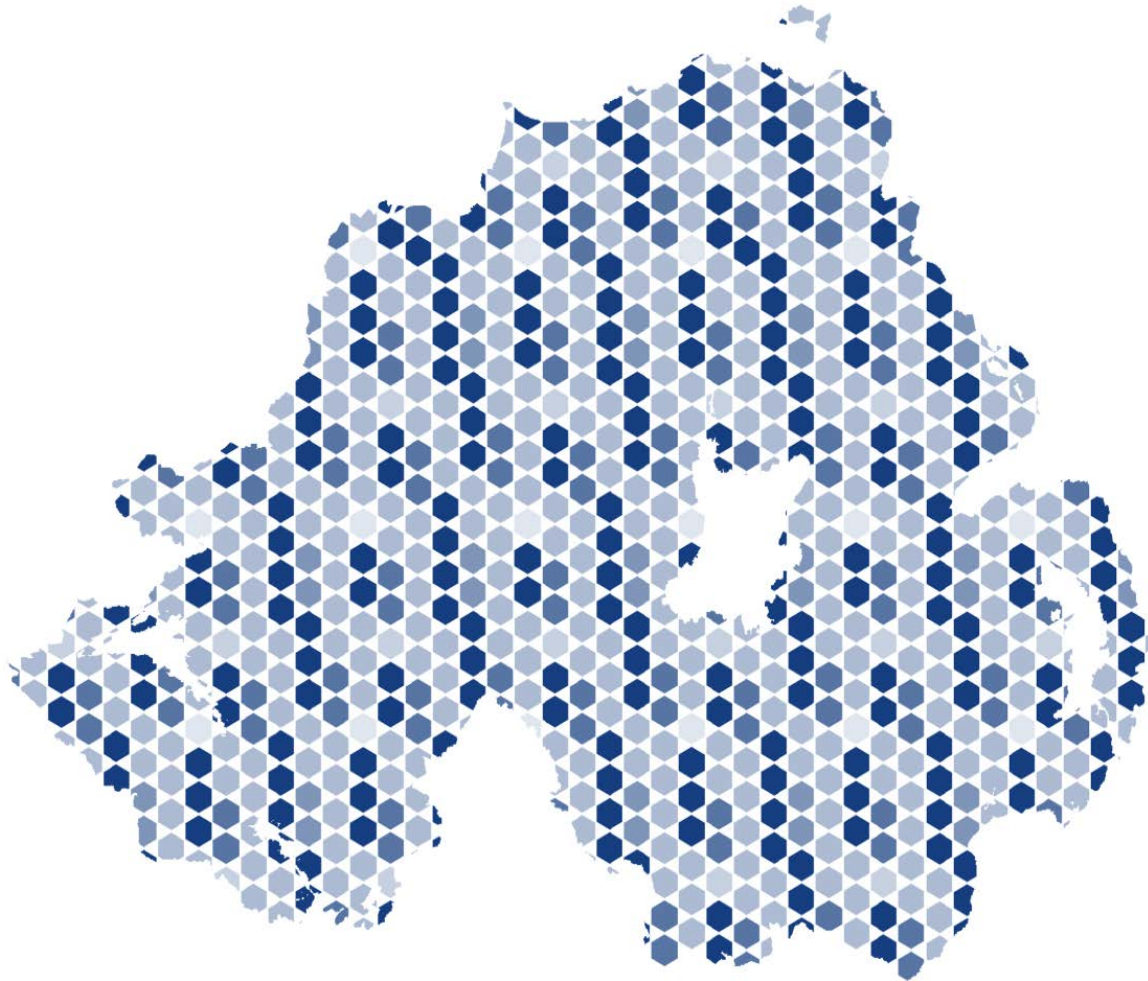


Education and Training Inspectorate

POST-PRIMARY INSPECTION



St Colm's High School, Draperstown, County Derry

Maintained, co-educational, non-selective 11-18 school DE Ref No: 323-0132

Report of an Inspection (Involving Action Short of Strike) in
October 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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1. Context

St Colm's High School draws most of its pupils from Draperstown, Desertmartin and the surrounding rural area. It is regularly oversubscribed for places in year 8, and over the past three years the sixth-form has averaged around 70 pupils. The school is a member of the Rural Learning Partnership, the Magherafelt Learning Partnership, and has well-established links with community groups to support a range of initiatives and the sharing of sporting facilities and other amenities. Over the past number of years, the school has been very successful in gaining a range of local and national awards.

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-cooperation 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 inspection. Members of the senior 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 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.

St Colm's High School	2016/17		2017/18		2018/19		2019/20	
	No.	%	No.	%	No.	%	No.	%
Year 8 Intake			76		83		85	
Total Enrolment	436		454		455		445	
Attendance (NI Average*)		95.1 (91.8)		94.0 (91.9)		94.5 -		N/A -
Free School Meal Entitlement	91	20.87	98	21.59	95	20.88	85	19.10
Pupils on SEN Register	91	20.87	104	22.91	100	21.98	96	21.57
No of Pupils with Statements	21		23		24		23	
No of Newcomer Pupils	11		11		11		13	

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

2. Pupils', parents' and staff questionnaire responses

Fifty-seven percent of pupils across all of the year groups responded to the online questionnaire. Overall the responses were very positive with almost all of the pupils indicating that: they are given opportunities to develop their confidence, interests, talents and skills; the teachers let them know how they can improve their work; and, the school helps them to understand and respect all people. Thirty percent of the pupils who responded provided additional written comments highlighting the positive experience of learning and support in the school.

Thirty-one percent of the parents responded to the online questionnaire with almost all 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. Forty-seven percent of the parents who responded provided additional written comments and most expressed appreciation for the work of the school.

Overall fifty-five percent of the staff responded to the online questionnaire; the responses indicated that the staff work well together to plan for, monitor and evaluate the pupils' learning; and there is an inclusive, welcoming and pastoral ethos for all members of the school community.

A small number of individual concerns raised through the questionnaires have been communicated to the principal and 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.

In addition to the focus on English/literacy and mathematics/numeracy, there was a supplementary subject focus on modern languages in this inspection.

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 modern languages; 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

- All of the pupils who met with the inspectors were friendly and confident. They expressed satisfaction with how they are supported by their teachers to reflect on and improve their learning through, for example, setting personal goals.
- Over the past three years, the proportion of pupils attaining five or more GCSE qualifications (including equivalents) at grades A* to C, including English and mathematics, has been well above or in line with the Northern Ireland (NI) averages¹.

¹ For schools in the same free school (FSM) meal band.

- It is notable that over the past three years, at key stage (KS) 4, all pupils were entered for a GCSE science qualification, with three-quarters of the pupils attaining five or more GCSEs or equivalent at grades A* to C, including English, mathematics and one or more science subjects.
- The outcomes attained by the pupils in most of the individual subjects at GCSE grades A* to C are in line with or above the corresponding NI subject averages², with a majority being well above.
- Over the past three years, the proportion of pupils attaining three or more GCE A level qualifications (including equivalents) at grades A* to C has been above or in line with the NI average³.
- The outcomes attained by the pupils in most of the individual subjects at A level at grades A* to C are in line with or above the corresponding NI subject averages⁴, with a majority being well above.
- For those pupils who remain at year 14, most of the leavers continue in higher education.

The ETI was unable to evaluate fully:

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

6. Quality of provision

- All of the pupils who met with the inspectors appreciate the support they receive from their teachers, including the additional assistance provided through mentoring and the after-school sessions. Those pupils who have opportunities to take on leadership roles talked maturely about how adopting leadership and peer-support roles contribute well to developing further their social and interpersonal skills. The pupils also value the shared community facilities and the youth centre provision.
- The classroom assistants spoke positively about how the well-planned and collaborative working arrangements with staff and senior management is supporting their work with pupils within and beyond the classroom.
- The school's subject offer at Key Stage (KS) 4 and post-16 meets the entitlement framework. A wide range of subjects are offered at KS4 and post-16 in collaboration with the further education colleges, the Rural Learning Partnership and, more recently, the Magherafelt Learning Partnership. Consequently, a number of pupils travel to other schools to study collaborative courses.

² In those subjects for which there are corresponding NI subject averages.

³ For schools in the same free school (FSM) meal band.

⁴ In those subjects for which there are corresponding NI subject averages.

- The provision for careers is delivered through the employability strand of Learning for Life and Work (LLW) at KS 3 and through a discrete period of careers at KS4 and post-16. In discussions, the pupils indicated that they have opportunities to research and investigate possible careers through the planned programme of: visiting speakers; careers events; work experience; and, through engagement with the local community hub. The pupils spoke positively about how these opportunities, combined with careers advice and guidance, inform their subject and career choices.
- Over the past number of years, the school has been focusing on staff and pupil health and well-being through: healthy life-style events; environmental education and action; the development of a biodiversity trail; and, pastoral intervention programmes. This work is impacting positively on pupil and staff well-being, and on the pupils' self-belief and achievement.

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, mathematics and numeracy and modern languages across the school; and,
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- The senior management team have clear roles and responsibilities and work collegially and strategically to effect school improvement.
- The school development planning process is informed by consultation with stakeholders and a range of qualitative and quantitative information to identify key priorities for improvement.
- The governors have a clear understanding of the life and work of the school and its contribution to the local community. They are well-informed about the school improvement planning; the pupils' outcomes in public examinations; and the collaborative partnerships and arrangements for the delivery of the curriculum. The governors exercise their challenge and support functions appropriately and monitor the school's financial planning successfully to keep within budget. Based on the evidence presented at the time of the 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 continue to plan for, and manage, issues related to the sustainability of the school provision and school budget, including post-16 provision, 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 reflect broadly the guidance from the Department of Education. Appropriately, the school continues to review and update its key pastoral 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 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.

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	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	92	73	82
<i>The NI average for non-grammar schools in the same FSM band*</i>	81.8	82.0	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	88	62	77
<i>The NI average for non-grammar schools in the same FSM band*</i>	61.4	62.8	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	100	94	95
Percentage of Year 12 entitled to FSM achieving 5 or more GCSEs Grades A - C or equivalent (including GCSE English and GCSE Mathematics)	64	33	62

* Median for each year from the Department of Education benchmarking Quartiles for 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 12 GCSE (including equivalent) examination outcomes

	2016-17	2017-18	2018-19
Number of pupils in Year 12 cohort	65	71	62

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

Subject	Number of Entries over three years	School Three-year average A* to C	Northern Ireland Three-year average A* to C
Agriculture (GCSE/FC_SA1)	49	51.0	62.3
Art & Design (GCSE/FC_3510)	16	68.8	75.0
Business Studies (GCSE/FC_3210)	52	73.1	62.4
Construction ((GCSE/FC_TE1)	45	84.4	75.3
English Language (GCSE/FC_5030)	198	85.9	68.6
English Literature (GCSE/FC_5110)	50	100	84.1
French (GCSE/FC_5650)	10	100	71.5
Geography (GCSE/FC_3910)	93	75.3	64.1
Health & Social Care (GCSE/FC_0003)	49	81.6	66.9
History (GCSE/FC_4010)	52	80.8	63.4
Home Economics (GCSE/FC_3310)	30	36.7	68.4
Home Economics: Child Development (GCSE/FC_3330)	15	93.3	68.7
Information Technology (GCSE/FC_2650)	78	76.9	71.6
Irish (GCSE/FC_5550)	21	100	93.0
Mathematics (GCSE/FC_2210)	198	78.3	53.5

Motor Vehicle Studies (GCSE/FC_3070)	31	51.6	51.9
Music (GCSE/FC_7010)	12	91.7	78.7
OS: Business and Services (COA/B_OS01)	19	84.2	N/A
OS: Design (COA/B_OS03)	30	100	N/A
Performing Arts (GCSE/FC_2210)	9	100	N/A
Personal/Social Education (GCSE/FC_4810)	196	479.1	73.5
Religious Studies (GCSE/FC_4610)	193	69.9	67.8
Science Double Award (GCSE/DA_1370)	103	93.7	82.1
Science Single Award (GCSE/FC_1310)	95	85.3	69.5
Sport/PE Studies (GCSE/FC_7210)	52	96.2	72.4

* Indicates fewer than 10 entries over 3 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	100	100	100
Percentage of Year 14 obtaining Grades C or above in at least 3 A levels	88	66	68
<i>The NI average for non-grammar schools in the same FSM band*</i>	61.9	68.0	N/A
Percentage of Year 14 obtaining Grades E or above in at least 2 A levels	100	100	97

* 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>
 BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2017/18 <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	25	41	37

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

Subject	Number of Entries over three years	School Three-year average A* to C	Northern Ireland Three-average A* to C
Art & Design (GCE/A_3510)	*	100	93.7
Biology (GCE/A_1010)	21	57.1	82.9
Business (APG/EC_002)	20	85.0	N/A
Business (GCE/DA_3210)	20	100	N/A
Business Studies (GCE/A_3210)	*	100	89.1
Engineering (BTEC/SD3_XA1)	*	100	N/A
English Literature (GCE/A_5110)	*	100	85.5
Geography (GCE/A_3910)	21	81.0	86.9
Health & Social Care (GCE/A_003)	19	89.5	89.2
Health & Social Care (GCE/DA_003)	35	97.2	79.5
Information Technology (GCE/A_2650)	37	73.0	73.6
Irish (GCE/A_5550)	*	80.	94.8
Mathematics (GCE/A_2210)	*	100	88.8
Music (GCE/A_7010)	*	100	85.4
Religious Studies (GCE/A_4610)	24	88	88.3
Sport Studies (BTEC/SD3_MA1)	28	92.9	N/A

* Indicates fewer than 10 entries over 3 years.

Staying On Rate⁵ 2018/19

% Yr12 staying on to Yr13	49.4	NI Av. Year 13	48.7
% Yr13 staying on to Yr14	90.7	NI Av. Year 14	74.2

⁵ Pupils counted for staying on rates for pupils in year 13 in 2018/19 are those that were in the final year of a level 2 qualification in 2017/18 and were in the first year of a level 3 qualification in 2018/19. This figure is divided by the number of pupils in the final year of a level 2 qualification in 2017/18. Pupils that repeat GCSEs are not counted as 'staying on'. Pupils that move schools between years are counted as 'staying on' (this is counted as part of the total of the school where the pupil sat their level 2 qualification). This means that schools without a sixth form have a staying on rate and that if a pupil moves from a non-grammar school to a grammar school they have been included in the figures for non-grammar pupils.

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%	84	19%	5547	100%	37	50%	1275	100%	*	*	4980	100%	45	100.0%			
Employment	1562	13.2%	*	*	391	7.0%	*	*	322	25.3%	*	*	849	17.0%	*	2.0%			
Institute of Further Education	5159	43.7%	14	16.7%	3417	61.6%	11	30.0%	588	46.1%	*	*	1154	23.2%	*	7.0%	0	33	
Institute of Higher Education ⁶	2622	22.2%	40	47.6%	*	*	*	*	*	*	*	*	#	#	40	89.0%			38
Training ⁷	1823	15.4%	24	28.7%	1445	26.1%	23	62.0%	209	16.4%	*	*	169	3.4%	*	*			
Unemployment	391	3.3%	*	*	156	2.8%	*	*	90	7.1%	*	*	145	2.9%	*	*			
Others	245	2.1%	*	*	138	2.5%	*	*	#	#	*	*	#	#	*	*%			

Source for NI data: Destination of School Leavers by year group, 2017/18 - NON-GRAMMAR SCHOOLS⁸

- * fewer than 5 cases
- # figures suppressed

⁶ Includes universities and teacher training colleges.

⁷ 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.

⁸ Excludes special and independent schools.

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>.

Inspection methodology and evidence base

The arrangements for this inspection included: a meeting with representatives from the governors; formal discussions with some pupils (in groups); meetings with the senior 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	252	56.6	80	31.7
Parent/Guardian	131	31.0	61	46.6
Teacher	12	41.4	6	50.0
Support staff	16	72.3	3	18.8

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.

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 management⁹:

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

⁹ 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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