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*The Education and Training Inspectorate -  
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*Providing Inspection Services for*  
**Department of Education**  
**Department for Employment and Learning**  
**Department of Culture, Arts and Leisure**



INVESTOR IN PEOPLE

## **Education and Training Inspectorate**

### **Report of a Standard Inspection**

### **Foyle and Londonderry College**

**Inspected: April 2007**

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## 1. INTRODUCTION

### 1.1 CONTEXT

Foyle and Londonderry College is a co-educational grammar school located at two separate sites approximately one kilometre apart on the city side of Londonderry. Pupils in key stage (KS) 3 are accommodated on the Springtown site while those in KS4 and the sixth form are accommodated in a building on the Duncreggan Road.

The school draws its pupils from the city and from a large surrounding area. At the time of the inspection the enrolment was 852 pupils, approximately 7% of whom are entitled to free school meals. Whilst in the past number of years the vast majority of the pupils attending the school have gained grades A or B in the transfer procedure, within the last five years the number of pupils joining the school with grades lower than these has increased.

### 1.2 FOCUS

The inspection focused on leadership and management throughout the school and in the subjects geography, mathematics and physics. In addition, lessons were observed in a range of other subjects. The inspection also evaluated the school's provision for pastoral care, including child protection and its arrangements to encourage the pupils to adopt healthy lifestyles.

### 1.3 THE VIEWS OF PARENTS, BOARD OF GOVERNORS, PUPILS AND TEACHERS

The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and groups of pupils from years 8, 12 and the sixth form. One hundred and thirty questionnaires were issued to the parents; 65% of these were returned to the Department of Education (DE), 23 of which contained additional written comments. The responses from the parental questionnaires indicated some concerns. These, along with the responses from the discussions with the pupils have been discussed with the Principal and the governors. The governors expressed their appreciation of the work of the Principal and staff.

Pupils placed a strong value on the good relationships they had with their teachers. They indicated that they are aware of what to do if they have any worries about their safety and well-being.

There are strengths in many aspects of the arrangements for pastoral care and child protection. The school has procedures in place which implement the guidance outlined in the relevant DE Circulars and has identified a few important areas for improvement, which it is currently implementing. Among the strengths are:

- the priority given to the pastoral dimension within the timetabled personal and social education (PSE) programme;
- the recent training in child protection received by the designated and deputy designated teachers;

- the additional support initiatives in place for pupils including, ‘bully buddies’ and the mentoring programme;
- the exemplary behaviour of the pupils; and
- the weekly Head of Year/Form Tutor meetings that deal with academic and pastoral issues.

The few areas for improvement identified include the need to:

- consult further with the staff, pupils and parents when revising the Positive Behaviour policy;
- update and review the child protection training to include ancillary staff; and
- ensure that the arrangements for pastoral care and child protection are made known directly to all parents at least once every two years.

The school’s programme for promoting health and well-being has many sound features. Attention is given to the development and implementation of programmes which encourage the pupils to adopt healthy lifestyles. There is a developing commitment to promoting healthy eating through increasing the availability of fresh fruit and healthier options, and opportunities are provided for pupils to participate in a wide range of physical activities.

#### 1.4 EXAMINATIONS

Overall, the standards achieved by the pupils across the subjects at General Certificate of Secondary Education (GCSE) level and General Certificate of Education (GCE) Advanced (A) level are good. In 2006, 95% of the pupils achieved grades A\* to C in at least seven subjects at GCSE level. In 2006, at GCE A level, 74% of the pupils achieved grades A to C in at least three subjects. Over the previous three years, in almost all subjects at GCSE level, the proportion of pupils obtaining grades A\* to C was within five percentage points or better of the corresponding Northern Ireland (NI) average for selective schools. Similarly at GCE A level, nearly three-quarters of pupils obtaining grades A-C was above or within 5 percentage points of the respective NI average for selective schools. More details about the examination results are provided in Appendix 2 and 3.

## 2. MAIN FINDINGS

### 2.1 The strengths of the school include:

- the excellent behaviour of the pupils, particularly in the senior school;
- the good opportunities afforded to the pupils in relation to external visits and visitors to the school;
- the good standards being achieved in external examinations;

- the quality of the teaching which was always good;
- the dedicated and hard-working teachers;
- the leadership and management in the subjects inspected;
- the strong support of the governors;
- the good planning, implementation and monitoring in the area of learning support;
- the good range of extra curricular activities on offer to all pupils; and
- the good start made in relation to the introduction of the revised curriculum.

2.2 The School Development Plan (SDP) sets out lists of areas for improvement but needs to be developed further to meet the requirements of the Education (School Development Plans) Regulations NI 2005 Order, on School Development Planning.

The main areas for improvement are:

- to agree, in consultation with the staff, whole-school priorities and provide a more strategic approach to staff development and review; and
- to identify clear procedures to monitor and evaluate, more effectively, the development work undertaken.

### 3. **CONCLUSION**

In the areas inspected, the school has strengths in many aspects of its educational and pastoral provision. The inspection has identified a few areas for improvement in important areas, which need to be addressed to meet effectively the needs of all the learners.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing these areas for improvement.

## STATISTICAL INFORMATION

- 1.1 i. School: Foyle and Londonderry College v. Date of Inspection: W/C 23.04.07  
 ii. School Reference Number: 242-0229 vi. Area of Study: Standard  
 iii. Age Range: 11-18  
 iv. Status: Voluntary Grammar

1.2 Intake/Enrolment

School Year	2002/03	2003/04	2004/05	2005/06	2006/07
Year 8 Intake	131	130	133	117	132
Total enrolment	883	893	892	854	852

1.3 Attendance

Year 2005/06	8	9	10	11	12	13	14	Average 2005/06	NI Average 2004/05
% Attendance	96.4	94.1	95.6	93	96.2	94.5	91.1	94.4	95

1.4 i. Total Number of Teachers:

58.2

iii. Contact ratio (percentage of timetabled time in direct class contact):

0.747

ii. PTR (Pupil/Teacher Ratio):

14.61

Year 2006/07	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	67	51	66	67	69	48	55	423
Enrolment: Girls	65	67	65	63	59	68	42	429
Enrolment: Total	132	118	131	130	128	116	97	852
PTR	16.43	14.58	15.92	15.83	15.35	13.19	11.2	

1.5 Staying On Rate (2005/06) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	83.6	NI Av Year 13	90.4
Year 14	90.6	NI Av Year 14	84.5

1.6 Leavers Destinations

2004/05	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	24		135	
Another School	17%	19.4	1%	1.3
Employment	0%	4.4	2%	3.7
Full-time Further Education	75%	59.4	9%	9
Full-time Higher Education	N/A	N/A	85%	82.5
Full-time Training	0%	11.6	0%	0.9
Seeking Employment/Unemployed	8%	1.5	1%	1.1
Unknown/Long Term Sick/Pregnant	0%	3.6	1%	1.6

**APPENDIX 2**

**1.7 NAME OF SCHOOL:** Foyle and Londonderry College **SCHOOL YEAR:** 2006/2007

<b>GCSE</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Percentage of Year 12 taking GCSE in at least 5 subjects</b>	100	100	100
<b>Percentage of Year 12 obtaining Grades C or above in at least 7 subjects</b>	97.6	91	94.6
<b>Percentage of Year 12 obtaining Grades C or above in at least 5 subjects</b>	100	95.9	96.9
<b>GCE A2 Level or equivalent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels</b>	59.5	70.8	74.3
<b>Percentage of Year 14 obtaining Grades E or above in at least 3 A2 levels</b>	87.9	97.3	96.5

Within this report, when commenting on examination results of individual subjects, the respective CCEA average is used as a proxy for the corresponding average for all pupils in NI taking that subject.

## EXAMINATION RESULTS

*Table showing the GCSE and GCE A level subject results over the previous three years ending in June 2006, in comparison with the respective Northern Ireland (NI) averages*

Table 1

	More than 10 percentage points above	Between 5 and 10 percentage points above	Within 5 percentage points	Between 5 and 10 percentage points below	More than 10 percentage points below
GCSE A-C		German, Irish, Latin, Additional Mathematics	Art and Design, Business Studies, Design and Technology, English, English Literature, French, Geography, History, Information Technology, Mathematics, Music, Religious Studies, Double Award Science 1 <sup>st</sup> Subject, Science Geology, Sport/PE Studies		Home Economics
GCE A Level A-C	Business Studies	Chemistry, French, Music, Science Geology	Art and Design, Biology, English Literature, Geography, History, Mathematics, Religious Studies, Spanish	Information Technology, Physics	Classical Civilisation, German, Home Economics
GCE A Level A-E		Science Geology	Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, English Literature, French, Geography, German, History, Home Economics, Information Technology, Mathematics, Music, Physics, Religious Studies, Spanish		

*Table showing the spread of the NI subject averages which have been used in the determination of Table 1.*

**Table 2**

	<b>100% - 96%</b>	<b>95% - 86%</b>	<b>85% - 76%</b>	<b>75% - 66%</b>	<b>65% - 0%</b>
GCSE A-C	Art and Design, English, History, Information Technology, Mathematics, Music	Business Studies, Computer Studies/ Computing, Design and Technology, English Literature, French, Geography, Home Economics, Irish, Latin, Additional Mathematics, Religious Studies, Double Award Science 1 <sup>st</sup> Subject, Spanish, Sport/PE Studies	German, Science Geology		
GCE A Level A-C	Art and Design	English Literature, French, Geography, German, History, Mathematics, Music, Religious Studies, Spanish	Biology, Business Studies, Chemistry, Classical Civilisation, Home Economics, Information Technology, Physics		Science Geology
GCE A Level A-E	Art and Design, Biology, Business Studies, Chemistry, Classical Civilisation, English Literature, French, Geography, German, History, Home Economics, Information Technology, Mathematics, Music, Physics, Religious Studies, Spanish	Science Geology			

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