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*The Education and Training Inspectorate -
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Providing Inspection Services for
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INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Standard Inspection

Orangefield High School
Belfast

Inspected: November 2006

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1. INTRODUCTION

1.1 CONTEXT

Orangefield High School is a controlled non-selective co-educational school situated in east Belfast, just off the Castlereagh Road. Most of the pupils come from a wide area across east Belfast. There has been a significant decrease in the number of pupils enrolled over the last five years. Approximately 38% of the pupils are entitled to free school meals and 64% of the pupils have been identified by the school as having special educational needs. In the last three years, most of the pupils who entered year 8 opted not to take the Transfer Test and almost all of the remainder obtained a grade D. The decline in pupil numbers has been mirrored by a decrease in staffing with the result that there has been a redistribution of duties and responsibilities. Many of the staff have taken on a number of major responsibilities in a voluntary capacity in the interest of supporting the pupils as best they can. In addition, the accommodation is of poor quality and falls short of modern standards.

1.2 FOCUS

The inspection focused on the quality of the leadership and management throughout the school and also on the subjects of English, geography and physical education. The school's provision for pastoral care and the arrangements for child protection were also inspected.

1.3 THE VIEWS OF PARENTS, 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 (BoG) and groups of pupils from years 8, 12 and the sixth form. One hundred and eight questionnaires were issued to the parents; 16% were returned to the Department of Education (DE) and nine contained additional written comments. Six teachers responded to an on-line questionnaire.

The responses from the parental questionnaires indicated that the parents valued the commitment of the teachers and the BoG expressed their support for the work of the school. The pupils appreciated the care which their teachers demonstrate towards them and the opportunities which many of them have for experiences, outside the classroom, to enhance their learning. Furthermore they reported that they are aware of the options provided for them by the school if they have any worries.

The BoG and the teachers highlighted financial restraints which they feel are inhibiting progress within the school in many areas. The parents, pupils, BoG and teachers expressed concerns with regard to the poor and continually depreciating state of the accommodation. In order to address the shortcomings that exist, a major refurbishment of the school is due to commence early in 2007.

The Education and Training Inspectorate (the Inspectorate) has provided the Principal and representatives of the BoG with feedback from the questionnaires and the discussions.

1.4 THE ARRANGEMENTS FOR PASTORAL CARE AND CHILD PROTECTION

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 appropriately a few important areas for further improvement, which need attention. These include the need to:

- consult further with the pupils and parents on the recent revisions to the school's discipline policy, and in particular, the anti-bullying policy;
- ensure that families new to the school are aware of the pastoral care policies and procedures; and
- ensure that the arrangements for pastoral care and child protection are made known directly to parents at least once every two years.

1.5 HEALTH AND WELL-BEING

The school's programme for the promotion of 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, and opportunities are provided for all the pupils to participate in a range of physical activities.

1.6 EXAMINATION RESULTS

The examination results achieved by the pupils are poor. Around four-fifths of the year 12 pupils are entered for five or more subjects at General Certificate of Secondary Education (GCSE) level. In the last three years, the proportion of pupils obtaining grades E or above in at least five subjects has declined substantially and is appreciably below the corresponding figure for similar non-selective schools.

The school offers 18 subjects at GCSE level. Over the previous three years, the results at grades A* to E in one-third of the individual GCSE subjects were either within or above five percentage points of the corresponding Northern Ireland (NI) average. The results in the majority of subjects were more than ten percentage points below average for schools of similar type. More details about the examination results are provided in Appendix.

2. MAIN FINDINGS

2.1 The strengths of the school include the:

- good working relationships;
- caring and committed staff;
- good range of support within the school and through links with other agencies to meet the pupils' pastoral needs;
- sound and purposeful teaching in a majority of the lessons observed;

- positive response of most of the pupils in the lessons observed;
- opportunities to broaden the learning experiences of the pupils outside the classroom;
- developing commitment to promoting healthy eating;
- good support of the governors for the work of the school; and
- effective links with the community.

2.2 The areas for improvement include the need to:

- strengthen the process by which the school management team monitors and evaluates the standards of the pupils' work and their attainment in public examinations. It will be important for the school to evaluate rigorously its strengths and areas for improvement, through an in-depth and reflective whole-school review;
- make effective use of internal and external assessment data at middle management level to set realistic targets in order to improve the standards achieved by the pupils;
- widen the learning and teaching strategies in order to engage and involve the pupils more in the learning process and to meet more fully the needs and abilities of all of the pupils; and
- review current curricular arrangements in order to provide a more suitable vocational and occupational programme that is matched closely to the pupils' needs.

3. CONCLUSION

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

The Inspectorate will monitor regularly and report on the school's progress on addressing these areas of improvement.

STATISTICAL INFORMATION

- 1.1 i. School: Orangefield High v. Date of Inspection: W/C 13.11.06
 ii. School Reference Number: 121-0266 vi. Area of Study: Standard Inspection
 iii. Age Range: 11-18
 iv. Status: Secondary Controlled

1.2 Intake/Enrolment

School Year	2002/03	2003/04	2004/05	2005/06	2006/07
Year 8 Intake	61	53	50	28	48
Total enrolment	514	443	388	324	303

1.3 Attendance

Year 2003/04	8	9	10	11	12	13	14	Average 2005/06	NI Average 2004/05
% Attendance	92	81	79	78	83	84	N/A	82	91

- 1.4 i. Total Number of Teachers: iii. Contact ratio (percentage of timetabled time in direct class contact):
 ii. PTR (Pupil/Teacher Ratio): iv. Numbers of Teachers involved in Area of Study: (Focused Only)

Year 2005/06	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	23	20	25	31	31	24	0	154
Enrolment: Girls	25	13	33	27	37	14	0	149
Enrolment: Total	48	33	58	58	68	38	0	303
PTR	11.72	11.84	13.60	16.18	14.06	12.37	0	

1.5 Staying On Rate (2004/05) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	41.7	NI Av Year 13	35.5
Year 14	0.0	NI Av Year 14	24.9

1.6 Leavers Destinations

2003/04	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	76		29	
Another School	3%	8.2	3%	1.1
Employment	9%	10.9	34%	17.5
Full-time Further Education	14%	36.8	31%	21.1
Full-time Higher Education	N/A	N/A	0%	44.1
Full-time Training	68%	34.3	10.0%	5.7
Seeking Employment/Unemployed	5%	6.3	21%	5.6
Unknown/Long Term Sick/Pregnant	0%	3.6	0%	4.8

APPENDIX 2

1.7 NAME OF SCHOOL: Orangefield High School **SCHOOL YEAR:** 2006/2007

GCSE	2004	2005	2006
Percentage of Year 12 taking GCSE in at least 5 subjects	86	84	83
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	14	10	2
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	45	38	25
GCE A2 Level or equivalent	2003	2004	2005
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	0	0	0
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	0	0	4

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 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-E	Design & Technology, French		Art & Design, English Literature, Home Economics, Music	Sport/PE Studies	Business Studies, English, Geography, History, Home Economics Child Development, Information Technology, Mathematics, Motor Vehicle Studies, Religious Studies, Double Award Science 1 st Subject, Single Award Science

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

Table 2

	100% - 96%	95% - 86%	85% - 76%	75% - 66%	65% - 0%
GCSE A-E	English Literature, Double Award Science 1 st Subject	Art & Design, Drama, English, History, Home Economics, Home Economics Child Development, Information Technology, Music, Sport/PE Studies	Business Studies, Design & Technology, French, Geography, Mathematics, Religious Studies, Single Award Science	Motor Vehicle Studies	

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