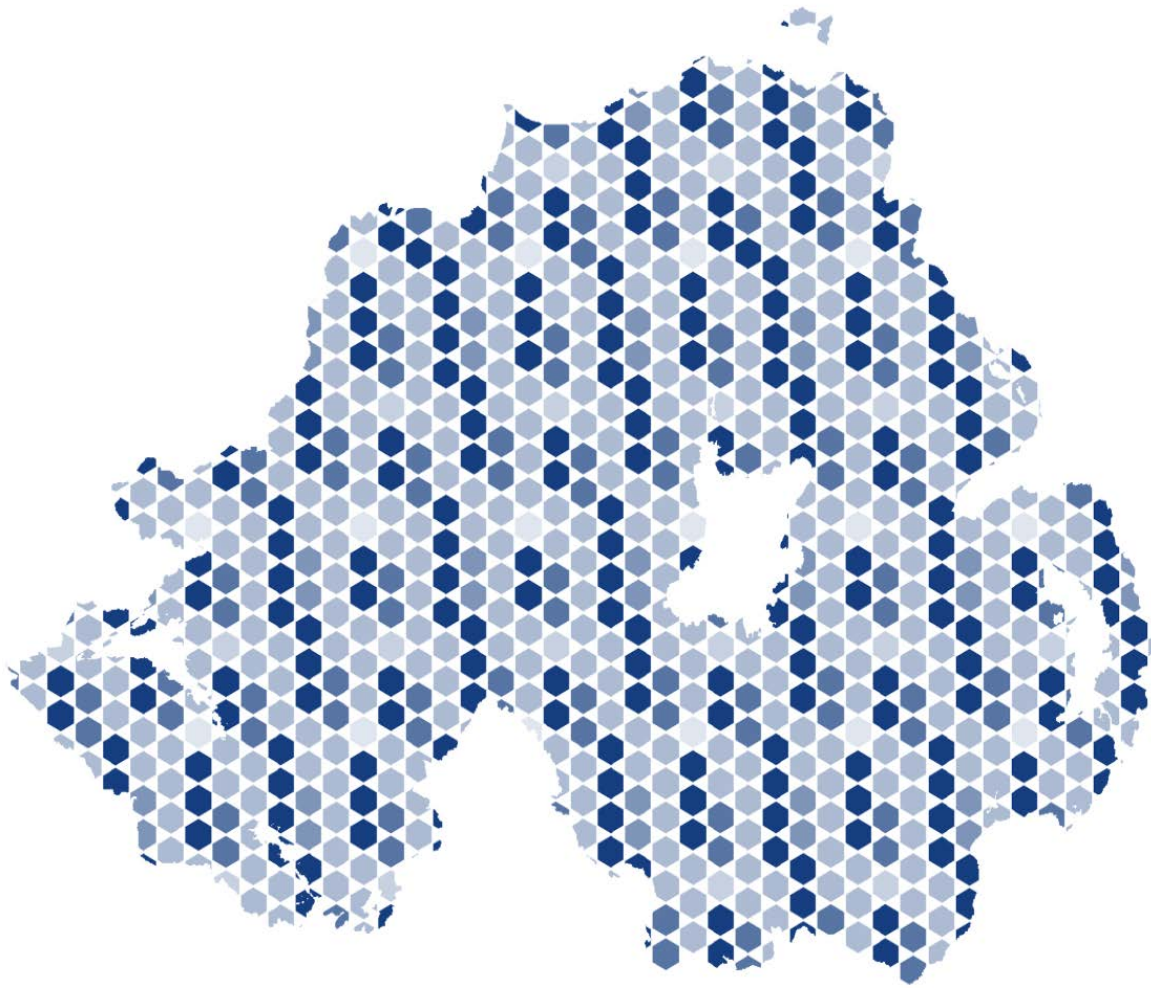


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

Glenlola Collegiate School,  
Bangor

Controlled, all girls', selective, 11-18 school

Report of an Inspection in  
February 2015

*eti*

*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

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

CUSTOMER  
SERVICE  
EXCELLENCE



## 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 Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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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 teaching and learning, 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. Fourteen percent (133) of families, 44% of teachers (33) and 11 other staff responded to the questionnaires. The responses from staff were positive in the main, acknowledging the inclusive pastoral ethos for all members of the school community. Most of the parental responses were supportive of the work of the school highlighting the quality of pastoral care, the support for learning and the range of enriching opportunities provided for the pupils beyond the classroom. A small number of the parents responding to the questionnaire provided additional written comments raising issues about communication with parents, parent-teacher meetings, aspects of teaching, careers education, curriculum choices and the variation in nature and content of teacher-pupil exchanges and their impact on the pupil's self-esteem and learning. The issues were discussed during the inspection with the governors and senior leaders and, where relevant, are addressed in the report.

## **2. Focus and purpose of inspection**

In order to promote improvement in the interests of all pupils, the purpose of a post-primary inspection is, through an 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
- to inform the school's planning for improvement.

## **3. Context of the school**

Glenlola Collegiate School is situated in the centre of Bangor in county Down. The pupils come from the local community and the surrounding area. The school is regularly oversubscribed and the available data for the last three years shows that almost all year eight pupils achieved at, or above, level 4 in English and mathematics on entry to the school. A small proportion of the pupils are identified with special educational needs, requiring additional support with aspects of their learning. The proportion of pupils entitled to free school meals (FSE) doubled to 10% in the last year. The school attendance figures are in line with the average for selective schools. The school is an active partner in the North Down and Ards Area Learning community (NDALC).

<b>Glenlola Collegiate School</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Year 8 Intake	157	157	159	157
Enrolment	1077	1069	1065	1060
% Attendance	95.1%	94.6%	95.0%	93.6
NI Average	95.7%	95.3%	95.3%	<sup>3</sup> N/A
FSME Percentage <sup>1</sup>	4.74	5.61	5.07	9.62
% and (Number) of pupils on SEN register	3.44% (37)	4.58% (49)	5.73% (61)	3.87% (41)
No. of pupils with statements of educational needs in the mainstream school	*	0	*	*
No. of newcomers	*	*	*	*
<i>Intake<sup>2</sup>:</i>				
% of Y8 pupils with L5 English	64.97	59.87	38.99	N/A
% of Y8 pupils with L5 mathematics	83.44	70.70	47.80	N/A
% of Y8 pupils with L4 and above in English	100	100	95.60	N/A
% of Y8 pupils with L4 and above in mathematics	99.36	100	94.34	N/A
<i>Source: data as held by the school.</i>				

\*Fewer than 5

#### 4. Overall findings of the inspection

<b>Overall Effectiveness</b>	<b>Satisfactory</b>
<b>Achievements and Standards</b>	<b>Satisfactory</b>
<b>Provision</b>	<b>Good</b>
<b>Leadership and Management</b>	<b>Satisfactory</b>

#### 5. Quality of achievement and standards

- When given the opportunity, through effective lesson planning and a variety of teaching approaches, the pupils learn to organise their work, assume different roles in groups and pairs, take the initiative and support each other in their learning. When working together, and in group discussions, they are cooperative, able to debate, articulate ideas, work accurately and persevere in problem-solving and creative thinking. In whole-class settings, when lesson planning does not provide sufficient opportunities for active learning, the pupils are less well engaged and motivated, do not speak out clearly and are less forthcoming.

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

<sup>2</sup> 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

<sup>3</sup>Due to industrial action data from end-of- year stage 2 assessment in 2014 was not made available

- The pupils attain satisfactory outcomes in public examinations. Over the last three years most attain 7 or more GCSE at grades at A\*-C, including GCSE English and mathematics; they have been below, or are in line with, the NI average for selective schools with a similar FSME percentage.
- There is too wide a variation in the standards which the pupils attain in individual subjects at GCSE level at grades A\*-B. While the majority of subjects are broadly in line with the corresponding average for girls in selective schools, almost half of the subjects are below average and require improvement.
- At GCE A level, the percentage of pupils achieving 3 or more grades at A\*- C is in line with the NI average for similar selective schools. The majority of the subjects are in line with, or above, the NI average, while almost one-quarter is below average.
- Attainment in GCSE English Language and Literature at grades A\* to C is almost in line with the NI average for girls in selective schools while, at grades A\*-B, it is well below. All pupils take GCSE English Literature and their attainment at grades A\*-C is close to the NI average. There is an improving trend in standards in GCE A level English Literature and, over the past three years, the percentage obtaining A\*- C is close to the average.
- In mathematics, at GCSE level, the pupils attain slightly above the average at grades A\*-C, and are in line with the average at grades A\*-B. It is appropriate that, in GCE mathematics, the school has identified the need to address the percentage of pupils attaining GCE A level grades A\*-C, which is below the three year average for selective schools.
- The majority of the small number of pupils who require additional support with their learning make progress in line with their ability and attain well at GCSE and GCE A level. Most of the year 12 pupils entitled to free school meals attain at the expected level in line with their peers.
- The proportion of year 12 pupils who progress to year 13, and from year 13 into year 14, are 8% below the respective NI averages; more leavers progress to further education and fewer to higher education than the average for selective schools.

## **6. Quality of provision**

- Most lessons observed during the inspection were good or better; learning in these instances was effective. In the best practice, planning, by knowledgeable specialists, is thorough; many lessons are managed well in the time available. Consequently, in these lessons, the teaching is sufficiently varied to engage the pupils actively in learning and provides them with opportunities to develop a good range of skills and dispositions. However, the identification of success criteria in planning, and specifically relating to pupils with special educational needs, varies considerably.

- Too often, and more particularly in key stage 3 (KS3) engagement by the pupils in lessons is not good enough, due to: over-directed teaching; a lack of pace and challenge; and tasks which are not matched well to the needs and abilities of all the pupils. Marking for improvement varies; more often written comments indicate what needs to be improved, rather than how to improve it.
- Tracking and intervention processes to raise the pupils' standards of work are at an early stage in KS3 and at post-16. Pupils are generally aware, through teacher, self and peer-assessment of their progress, but do not always understand how that relates to expected outcomes. The school has not yet evaluated the effectiveness of tracking and intervention in raising standards.
- There is evidence of the pupils using mathematics accurately and effectively in a minority of subjects to deepen and extend their learning. The promotion of literacy through English and across the school is supported through pupil involvement in cross-curricular projects, engagement with visiting writers, and opportunities to participate in public speaking and creative writing competitions. The pupils engage with their peers in good quality talking and listening activities which consolidate and deepen their knowledge and understanding.
- In English and mathematics, across the key stages, there is a need to develop rigorous monitoring and evaluation of the provision, and to share and build on the already existing good practice in order to ensure consistency and to raise standards further. It will be important for the heads of department and co-ordinators to develop the use of assessment data and other information to track the progression of all pupils and to plan more effectively to stretch and challenge the more able.
- The quality of pastoral care in the school is good; the pupils benefit from an extensive range of extra-curricular activities that develops well their interests, confidence and independence. Throughout the school there is a clear commitment to building a culture of care and support for each other. Key strengths are the mutually respectful and caring relationships among the pupils, and a genuine sense of supportive, sensitive responsibility for each other which has been nurtured through an effective peer support programme, and also through the house system.
- The links between staff with responsibility for the leadership, management and provision of core aspects of pastoral care are not sufficiently strong. There is a need for a more formal approach to ensure that strategic and coordinated pastoral provision is implemented throughout the school.
- The pupils who require additional support with aspects of their learning interact confidently with their peers and engage well in their learning. However, support in class for these pupils is inconsistent in quality. The targets and strategies in the individual education plans (IEPs) are not clear enough to inform the teachers' planning and practice. The special education needs co-ordinator needs to collaborate with all subject teachers and the pupils concerned to revise the IEPs, and to monitor regularly and review rigorously the progress of pupils with special needs.

- The taught careers education programme is enhanced through the use of guest speakers to inform career choices and work placements for pupils in year 13. While the pupils have a satisfactory knowledge of the employment and educational opportunities available, their understanding of the various career pathways and the associated qualifications, skills and attributes required is too variable. There is an urgent need to improve significantly the careers provision by providing more frequent arrangements for guidance interviews for all pupils at key decision points.
- The curriculum at KS3 is broad and balanced; at KS4 and post-16 the school is meeting the requirements of the Entitlement Framework. The senior management team show a commitment to broadening the curriculum through the school's satisfactory links and collaboration with local post-primary schools in the NDALC. Strategies to monitor and evaluate the impact of curriculum development on the learning experiences provided, and the standards achieved, are underdeveloped. While the number of pupils not progressing to year 13, and from year 13 to year 14, has been reduced, there is a strategic need to ensure there is a range of appropriate, progression routes available to meet the needs of all of the pupils.

## **7. Quality of leadership and management**

- Leaders at all levels are highly committed individually and there are examples of effective leadership at all levels across the school, in specific areas of responsibility. Overall, there is a need for a more corporate focus to implement the school's vision to ensure that the provision meets more effectively the needs, interests and the range of abilities of the pupils.
- Over recent years, appropriate strategic actions have been taken by senior leaders to develop more effective leadership and management and to begin to put in place systematic self-evaluation processes intended to lead to improvement.
- Restructuring and broadening membership of the senior management team (SMT) is providing more staff with an opportunity to be involved in the leadership of the school. Leaders at all levels need to lead strategically and give a higher priority to monitoring and evaluating the effect of actions taken to promote improvement, based on first-hand evidence.
- As a result of the inspection outcomes the priorities for school improvement need to be revised. The school should place a sharper focus on bringing about greater consistency in the effectiveness of leadership and the learning experiences provided for all pupils across the school to improve standards.
- The inconsistencies in the quality and effectiveness of learning and teaching across the key stages is a priority that needs to be addressed through tailored staff development for all staff to learn from the existing good practice in the school, in order to ensure that the best practice becomes commonplace.



- The governors have an appropriate range of complementary skills and are highly committed to, and informed about, the work of the school. They review and challenge reports and proposals from SMT and other post-holders. The governors need to review and challenge information on standards in the school in order to develop a clear understanding of the pupils' attainment. Based on the evidence available at the time of the inspection there can be confidence in the aspects of governance evaluated.
- On the basis of the evidence available at the time of the inspection the school has satisfactory arrangements in place for safeguarding young people which reflect broadly the guidance issued by the Department of Education. The training in safeguarding for staff and governors needs updated and a more robust system for recording complaints or allegations needs to be put in place. The pupils report that they feel safe in school and that any issues are dealt with effectively; they are aware of what to do if they have any concerns about their safety or well-being.

## **8. Conclusion**

In the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, learning and teaching and leadership and management which need to be addressed if the needs of all the pupils are to be met more effectively.

The main areas for improvement are the need to:

- develop and promote consistency in the quality of planning, learning, teaching and assessment by sharing and disseminating the good practice which exists;
- develop further the capacity at all levels to monitor and evaluate more effectively the impact of actions to promote and sustain improvement in provision and outcomes; and
- raise the overall standards achieved by the pupils, including the levels of attainment in public examinations across the school.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over an 18-24 month period.

## APPENDIX

### Examination performance and other statistical data

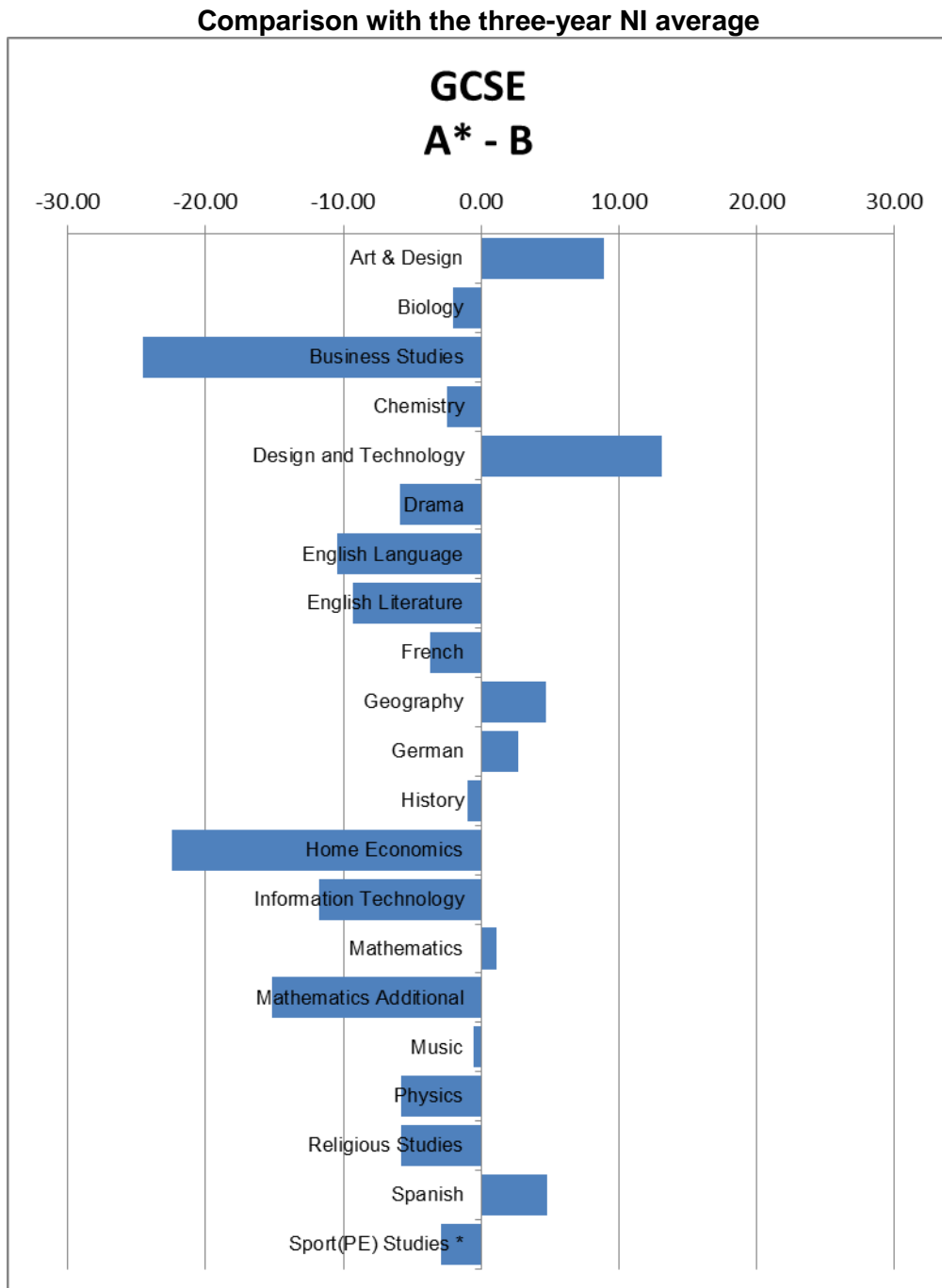
#### GCSE and equivalent examination results from 2011-12 to 2013-14

The table below shows the percentage of year 12 pupils in Glenlola Collegiate achieving 7 or more GCSEs (A\* to C) with the Northern Ireland average for selective school in the same free schools meals category. It also shows the percentage of pupils entitled to free school meals achieving 5 or more GCSEs including English and mathematics (A\* to C)

<b>GCSE and GCSE equivalent subjects - *following permitted exclusions</b>	2012	2013	2014
<i>*Percentage of Year 12 taking GCSE &amp; Equivalent in at least 7 subjects</i>	100	98.77	99.38
<i>*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects</i>	88.27	93.25	89.44
<i>The NI average for similar schools in the same free school meals category</i>	94.2	96.3	N/A
<i>*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and GCSE Mathematics</i>	88.27	92.64	88.20
<i>The NI average for similar schools in the same free school meals category</i>	92.6	92.8	N/A
<i>*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects</i>	98.15	98.16	98.76
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)	80.0	92.31	77.78

**Attainment of pupils in individual subjects at GCSE level grades A\* to B from 2011-12 to 2013-14**

The bar chart below illustrates, based on data held by the school and verified with ETI, the performance of each GCSE subject, in all exam boards, compared with the three-year average for girls in selective schools in Northern Ireland. A positive value (to the right) shows that the average individual subject performance is above average. As the number of entries to each subject may vary considerably, comparisons should be treated with caution.



\*indicates fewer than 20 entries over 3 years

### **GCE A level examination results at grades A\* to C from 2011-12 to 2013-14**

Based on data held by the school in and verified with ETI, the table below shows the percentage of year 14 pupils in Glenlola Collegiate achieving three or more GCE A levels at grades A\* to C. 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 category.

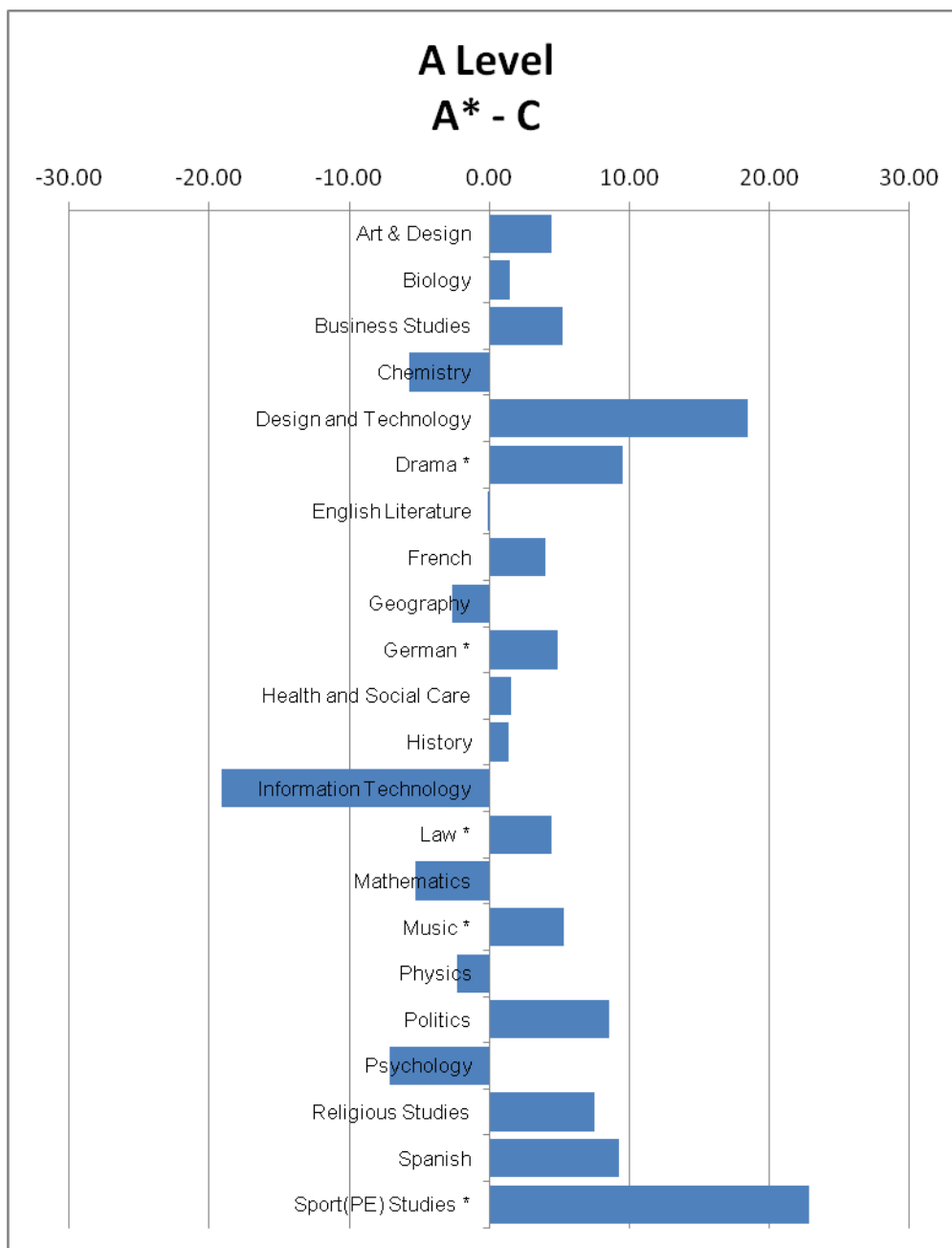
*Data on Year 14 (A2) performance*

<b>GCE A Level or equivalent</b>	2012	2013	2014
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	97.60	98.32	99.13
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	74.40	71.43	64.35
<i>The NI average for similar schools in the same free school meals category</i>	<i>75.5</i>	<i>72.9</i>	N/A

**Attainment of pupils in individual subjects at GCE A level at grades A\* to C from 2010-11 to 2012-13**

The bar chart below illustrates, based on data held by the school and verified with ETI, the performance of each GCSE subject, in all exam boards, compared with the three-year average for boys in selective schools in Northern Ireland. A positive value (to the right) shows that the average individual subject performance is above average. As the number of entries to each subject may vary considerably, comparisons should be treated with caution.

**Comparison with the three-year NI average at grades A\* to C**



\*indicates fewer than 20 entries over 3 years

### Staying on rate

Based on data verified by the school with ETI, the table below shows the percentage of the pupils who stay on at Glenlola Collegiate from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for all schools and for the most recent year for which data is available.

	NI Average	School
% Yr 12 staying on to Yr 13	95.7	88.3
% Yr 13 staying on to Yr 14	94.3	85.6

### Leavers' destinations

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

	School % (No.)	NI	Level 2 (No.)	Level 3 (No.)	Level 3+ (No.)
Total Number of Leavers	152	9503			
Employment	9.2% (14)	3.4%			
Further Education	31.6% (48)	21.2%	0	41	7
Higher Education	56.8% (89)	72.0%			89
Training	0%	1.2%			
Unemployed	*	1.2%			
Unknown	0%	1.1%			

\* = fewer than 5

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