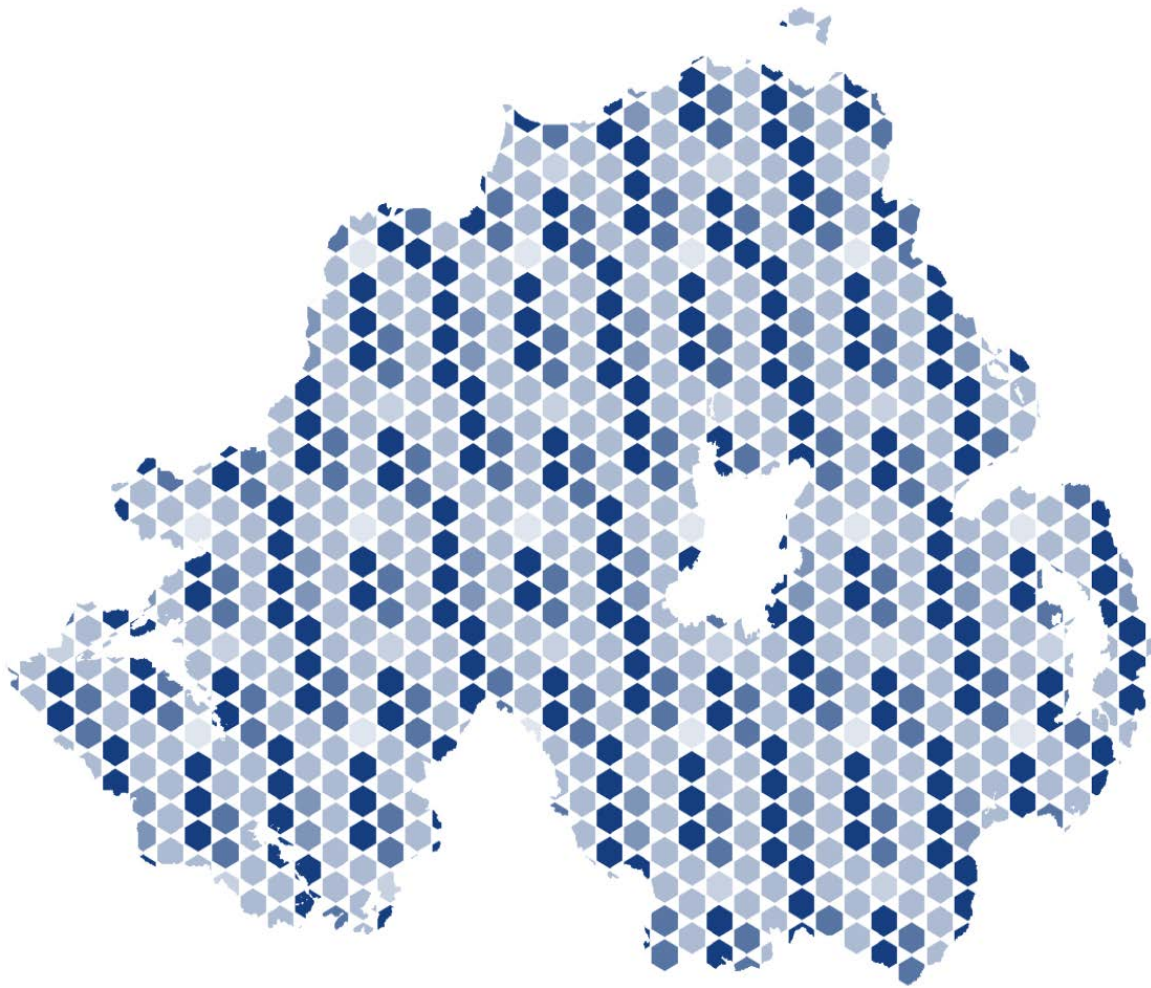


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

Collegiate Grammar School,  
Enniskillen

Controlled, 11-18, Girls' Grammar school

Report of an Inspection  
in April 2013



Providing Inspection Services for

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

CUSTOMER  
SERVICE  
EXCELLENCE



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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

# Contents

<b>Section</b>	<b>Page</b>
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	2
4. Overall findings	2
5. Achievements and standards	2
6. Provision	3
7. Leadership and management	4
8. Conclusion	5

Appendix 1: Performance and statistical data

Appendix 2: Accommodation

## 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.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the pupils' written work and held formal and informal discussions with pupils, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of pupils; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Data on the returns on questionnaires sent in advance of the inspection to parents and school staff is shown in the table below.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	124	75	60.5%	32
Teachers	35	18	47.4%	4
Support Staff	11	4	36.4%	0

\* = fewer than 5

## 2. Context

Collegiate Grammar is a controlled, girls' school serving the community in and around Enniskillen. The school is regularly over-subscribed and upon entry to the school approximately two-thirds of the intake over the past four years have achieved above the expected level in English and four-fifths in mathematics. There is a sustainable sixth form of 123 pupils.

Collegiate Grammar School	2009/10	2010/11	2011/12	2012/13
Year 8 Intake	71	71	70	70
Enrolment	496	496	494	490
% Attendance (NI Average)	94.9 (92.3)	94.3 (92.3)	95 (92.6)	na
FSME Percentage <sup>1</sup>	3.8	3.6	4.1	4.7
% (No.) of pupils on the SEN register	4.8 (24)	5.4 (27)	6.9 (34)	8.4 (41)
No. of pupils with statements of educational needs in the mainstream school	*	*	*	*
No. of newcomers	*	*	*	*

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

<b>Intake</b>				
% of Y8 pupils with L5 English	63.4	66.2	60	77.1
% of Y8 pupils with L5 mathematics	73.2	81.7	80	80
% of Y8 pupils with L4 and above in English	100	100	100	100
% of Y8 pupils with L4 and above in mathematics	100	100	100	100

**Source:** data as held by the school.

\* fewer than 5

### 3. Focus of inspection

In order to promote improvement in the interests of all learners, the purpose of the 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 learners;
- 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.

The organisation of this inspection, and of this report, has been revised to reflect the broadening focus on whole school provision.

### 4. Overall finding

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

### 5. Achievements and standards

When given the opportunity, the pupils enjoy and excel in contributing orally, through discussion and explanation, in class work. The pupils work well individually and in groups on specific tasks.

The proportion of pupils achieving seven or more GCSE<sup>2</sup> subjects at grades A\*-C has been consistently above average for the past three years. When GCSE English and mathematics are taken into account, standards, last year, were average for similar selective schools<sup>3</sup>.

There is a wide variation in the performance of individual GCSE subjects at grades A\*-B with half of the subjects above the NI average and a similar proportion, including English, Learning for Life and Work and Religious Education below and significantly below the average for similar schools.

<sup>2</sup> General Certificate of Secondary Education

<sup>3</sup> See Appendix for examination performance and statistical details

The proportion of pupils achieving high standards in GCE A<sup>4</sup> level examinations has been well above the NI average in two out of the last three years. At this level, almost all subjects are above the NI average, which is a significant strength of the school.

The pupils with special educational needs are supported in setting and reviewing their own targets, which aid in their academic progress and personal development; they attained well at both GCSE and A level.

***There is a need to improve the performance of a number of subjects at GCSE A\*-B and raise standards and achievements more consistently across the school.***

## **6. Provision**

The range of teaching observed ranged from outstanding to inadequate. There is an unduly wide variation within and across subjects in the quality and effectiveness of planning, teaching, learning and assessment; one third of the lessons seen during the inspection had important weaknesses.

Expectations in planning and teaching are often too low for the abilities of the pupils, resulting in a narrow range of teaching approaches and insufficient opportunities for pupils to become actively involved and engaged in the learning process. The teachers need to promote and develop the pupils' literacy and numeracy, within English and mathematics and across all subject areas.

Teaching is too often over-directed with low-level, time-consuming tasks being set; there is an excessive amount of teacher talk, with insufficient time being given to the pupils to develop further the excellent oral and written expression of which they are able.

The best practice, which was evident in one quarter of the lessons seen during the inspection, comprised: highly effective skilful questioning; learning by doing and investigating; and good opportunities for the pupils to become involved in classroom dialogue.

The good features of the pastoral care provision include: the effectiveness of the 'Big Sister Little Sister' peer mentoring programme; the wide range of extra-curricular activities; and the friendly and courteous pupils who value and appreciate the strong working relationships with staff and peers.

The pupils state that they feel safe in school and are aware of what to do if they have any concerns about their safety and well-being. On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding which reflect the guidance issued by the Department of Education.

The taught programme for careers education, information, advice and guidance across the school is effective. Excellent use is made of personal skills profiles to guide the career decisions and the pupils make informed choices based upon sound advice during their key transition years. Links with external agencies enhance effectively the pupils' learning experiences and inform their decision-making.

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<sup>4</sup> General Certificate of Education Advanced

The key stage 3 curriculum is appropriately broad and balanced to meet the needs of the pupils. However, at key stage 4 the curriculum is not sufficiently broad and balanced and does not meet the requirements of the Entitlement Framework.

At post-16 level, the curriculum is widened through collaboration with the Fermanagh Learning Community and meets the requirements of the Entitlement Framework.

***There is a need for the school to identify the aspects of good practice in teaching and learning and put in place procedures to allow for dissemination within and across departments.***

## **7. Leadership and management**

The current school development plan meets the requirements of the School Development Planning Regulations (NI) 2010. The Senior Leadership Team (SLT) has identified, in consultation with staff, the main priorities for further development within the school.

The SLT has made a start to the analysis of performance data which is informing action planning but needs to be taken further.

There is significant variation in the quality, robustness and effectiveness of evaluation and action planning from the senior leadership and from heads of department and in their ability to effect improvement as a result of this work.

Most of the action plans do not identify appropriate mechanisms for monitoring and evaluating the progress made and a clearer focus on methods of improving the quality of the teaching and learning is needed.

In the best practice, there are highly developed and effective approaches to self-evaluation for improvement, based on a good knowledge of the pupils' experiences, in order to improve those experiences.

The governors are informed about important aspects of the work and life of the school and support the Principal's management of the school well; they are appreciative and supportive of the teachers' commitment and value highly the school's role in the community. The many parents who responded to the questionnaires were very positive in their praise for the school, and, in particular, for the committed leadership of the principal.

The parents, staff and community can have confidence in the work of the governors; however, they need to provide greater challenge on the areas for improvement identified in this report.

***Collectively and collegially, there is a lack of clarity in all aspects of development and improvement. There is an urgent need to develop the monitoring, evaluating and wider leadership roles across all middle managers and members of the senior leadership team, in order to improve more consistently the pupils' learning experiences and outcomes.***

## 8. Conclusion

In the areas inspected, the quality of education provided by the 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 of the learners are to be met more effectively.

The main areas for improvement include the need to:

- improve the examination performance of a number of subjects at GCSE A\*-B and raise GCSE standards more consistently across the school;
- share the most effective classroom practices widely in order to provide teaching and learning which has a greater degree of challenge, matching more appropriately the abilities of the pupils; and
- develop urgently leadership roles across all middle managers and members of the senior leadership team, and the challenge role of the governors, in order to bring about more effective improvement.

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



## APPENDIX 1

### Performance and statistical data

#### GCSE EXAMINATION RESULTS

Data on Year 12 (Key Stage 4) performance:

<b>GCSE and GCSE equivalent subjects - *following permitted exclusions</b>	2010	2011	2012
*Percentage of Year 12 taking GCSE & Equivalents in at least 7 subjects	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects	98.6	97.2	97.1
<i>The NI average for similar schools in the same free school meals category</i>	93.1	94.1	94.2
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and GCSE Mathematics	95.8	94.4	92.7
<i>The NI average for similar schools in the same free school meals category</i>	91.6	93.0	92.6
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	98.6	97.2	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)	100	75	100

**Source:** Data as held and verified by the school, with DE benchmarks.

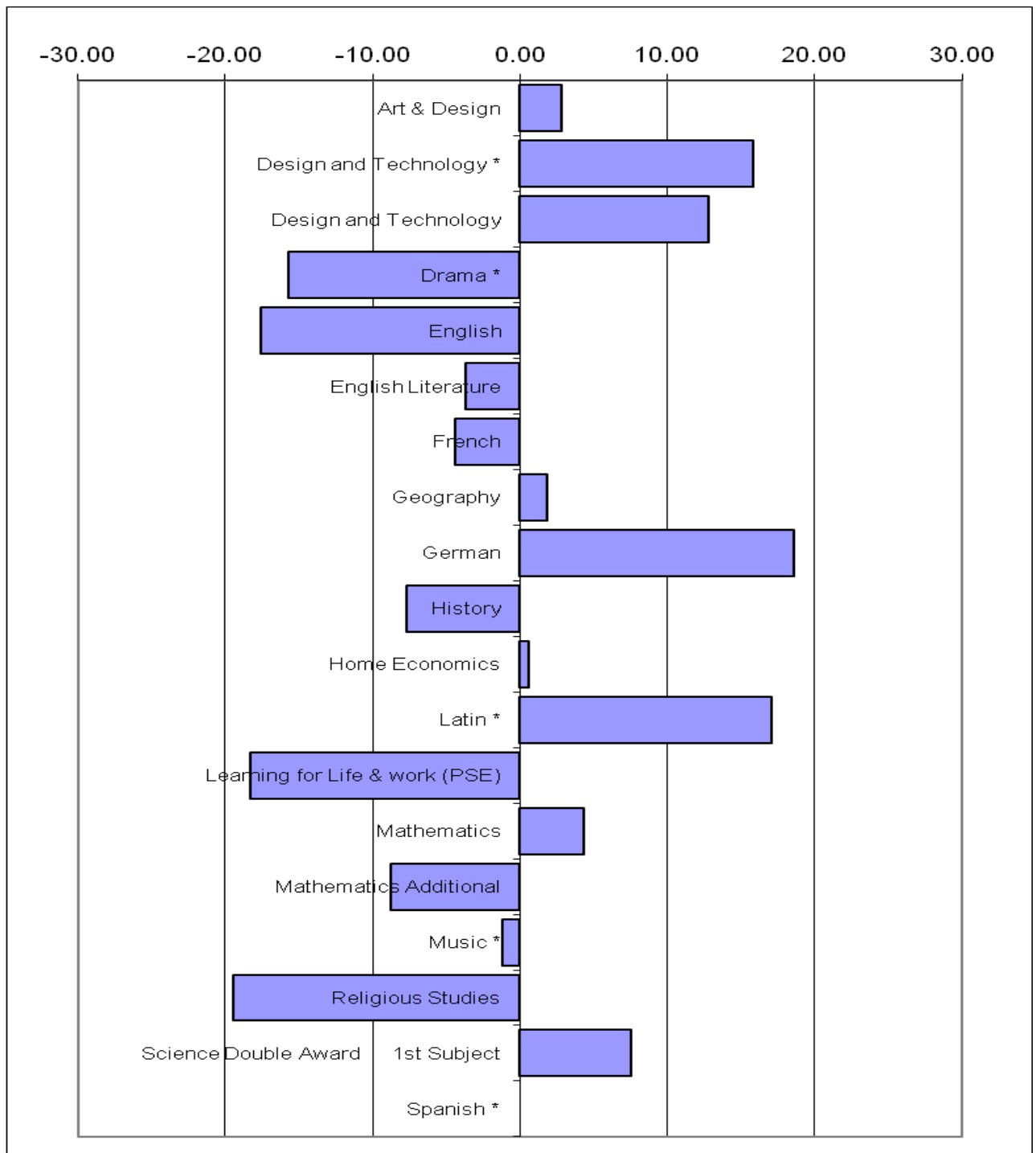
#### GCE EXAMINATION RESULTS

Data on Year 14 (A2) performance

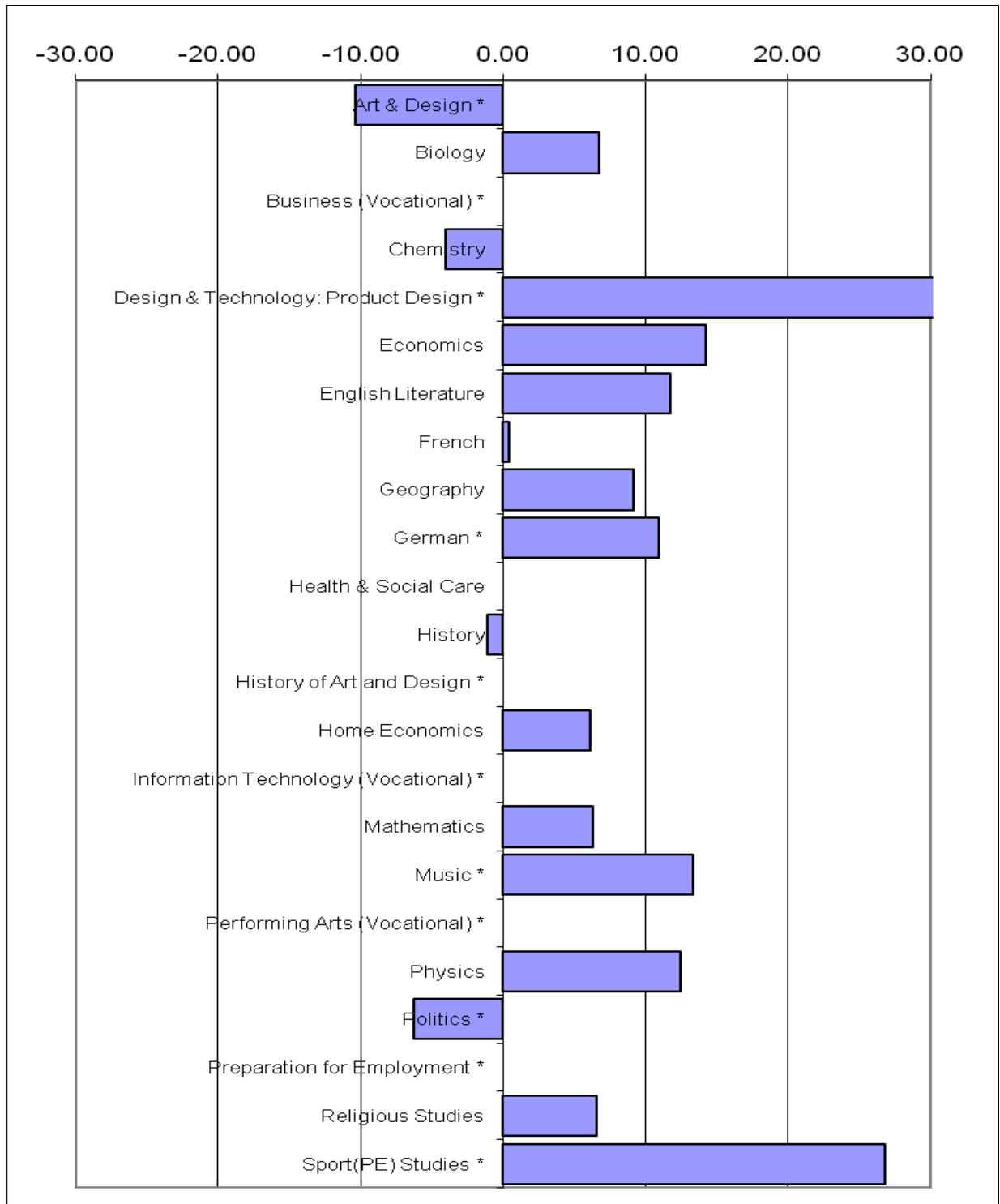
<b>GCE A Level or equivalent</b>	2010	2011	2012
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	100	100	98.5
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	84.9	87.5	75
<i>The NI average for similar schools in the same free school meals category</i>	78.9	77.5	75.5

**Source:** Data as held and verified by the school, with DE benchmarks.

**Comparison with the three-year NI average GCSE grades A\* to B 2009-10 to 2011-12**



**Comparison with the three-year NI average GCE grades A\* to C 2009-10 to 2011-12**



## OTHER EXAMINATION RESULTS: KEY STAGE 5

Other Level 3 courses taken in at least two of the last three years.

Level 3	2010	2011	2012	Total entry over 3 years
	% pass	% pass	% pass	
Key Skills Communication	98.6	100	96.4	189
Key Skills Information Technology	83.3	100	100	22

**STAYING ON RATE** (Current year13/14 as proportion of year 12 from 1/2 years previously)

Year 13	92.6	NI Av. Year 13	95.1
Year 14	69	NI Av. Year 14	89.5

## LEAVERS' DESTINATIONS

	Year 12	Percent.	NI %	Year 13/14	Percent.	NI%
TOTAL	21			68		
Another School	14	67%	32.5	*	*	2.1
Employment	0	0%	2.4	*	*	3.6
Full-time Further Education	7	33%	50.6	0	0%	10
Full-time Higher Education	N/A	N/A	N/A	63	93%	80.2
Full-time Training	0	0%	8.4	*	*	0.8
Seeking Employment/Unemployed	0	0%	1.2	0	0%	1.3
Unknown/Long Term Sick/Pregnant	0	0%	4.8	*	*	2

\* = fewer than 5

**ACCOMMODATION**

- The school has insufficient science laboratory accommodation.

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