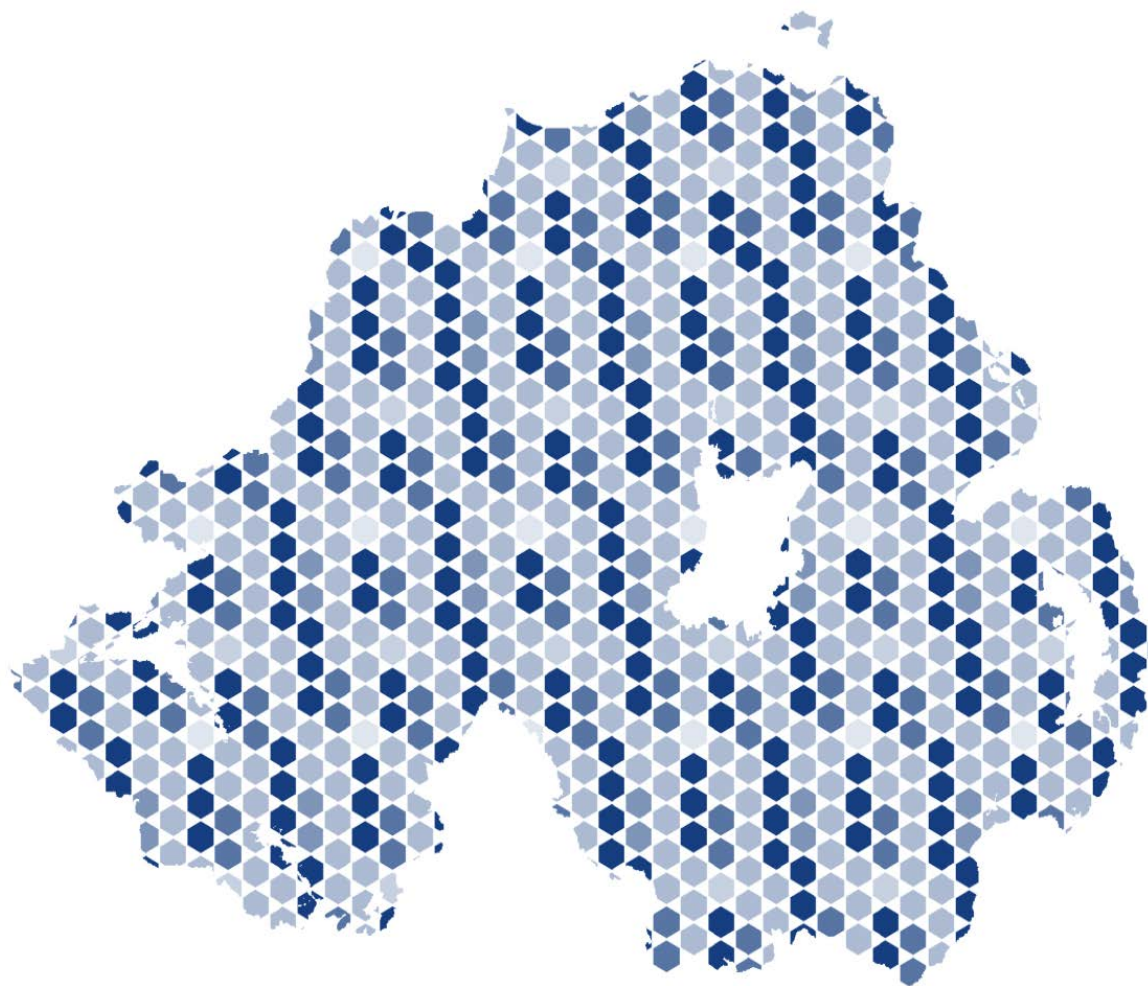


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Glengormley High School,
Newtownabbey, County Antrim

Co-educational controlled 11 – 18 school

Report of an Inspection (Involving
Action Short of Strike) in
March 2017



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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INTRODUCTION

1. Context

Glengormley High School is a controlled, co-educational 11–18 non-selective school situated in Glengormley. The majority of the pupils come from the Newtownabbey area, with a small number travelling from the outskirts of Belfast. Over the past four years, the proportion of pupils entitled to free school meals, and the proportion of pupils on the special needs register, have both increased by around 50%. Over the same period, there has been a year-on-year reduction in the overall school enrolment; the year eight intake has declined by almost 25%.

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-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that, with the exception of the principal, none of the teachers would be co-operating with the inspectors. In addition, the board of governors indicated that they would not be co-operating with the inspectors. The ETI have 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.

Glengormley High School	2013-14	2014-15	2015-16	2016-17
Year 8 Intake	153	146	133	118
Enrolment	873	838	790	750
% Attendance (NI Average)	90 (92)	91 (92)	90 (N/A)	N/A (N/A)
FSME Percentage ¹	26.8	34.8	38.6	39.2
% and (Number) of pupils on SEN register	20.2 (176)	26.4 (221)	30.2 (239)	30.7 (230)
No. of pupils with statements of educational need in the mainstream school	27	26	30	34
No. of pupils with statements of educational need in the Learning Support Centre (if appropriate)	10	8	7	6
No. of newcomers	35	17	11	20

Source: data as held by the school.
N/A not available

2. Views of parents and staff

Two percent of parents (14) responded to the online questionnaires. The majority of the responses to the parental questionnaires indicated high levels of satisfaction with the life and work of the school. The issues raised in the questionnaires, which were around behaviour and the communication of information on pupils' progression, were discussed with the principal (whilst maintaining the anonymity of the respondents).

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

3. Focus of the inspection

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

As a result of the industrial action by the teachers, 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;
- a level of confidence in the arrangements for the governance of the work of school and their effectiveness;
- the quality of the provision in English and mathematics; and
- the quality of the provision for the care, welfare and support of the pupils.

Where it has been possible to evaluate aspects of the foci, they have been reported below.

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

KEY FINDINGS

5. Outcomes for learners

- The pupils' attainment in public examinations is too low and requires significant improvement at all levels.
- The outcomes in public examinations at key stage (KS) 4 and post-16 require significant improvement. Over the past three years, the pupils' attainments in public examinations have been on a downward trend and below the Northern Ireland (NI) benchmarks for similar schools.

- Over the past three years, the proportion of pupils attaining five or more GCSEs or equivalents at grades A* to C, including English and mathematics, has decreased from 35.9% to 29.0% which is significantly below the corresponding NI average. The proportion of pupils achieving five or more GCSEs or equivalents at grades A* to C has decreased from 50% to 44% which is also significantly below the corresponding average.
- A majority of the subjects at GCSE grades A* to C are below the corresponding three-year average for similar schools; approximately 25% of the subjects are more than 20 percentage points below this average. Almost 35% of the subjects have an uptake of 30 or fewer pupils over the past three years, the impact of which needs to be reviewed by the school.
- It is concerning that, over the past three years, the proportion of pupils entitled to free school meals attaining five or more GCSEs or equivalents at grades A* to C, including English and mathematics, has decreased from 20% to 10%.
- The boys are underperforming significantly at the end of KS4; in 2016, for example, only 19.3% of them achieved five or more GCSE qualifications or equivalents, including English and mathematics, at grades A* to C. This is almost 20 percentage points below the girls in the same year group. This significant gender differential is consistent over the past three years.
- At post-16, over the past three years, the proportion of pupils attaining grades C or above in at least three GCE A levels or equivalents has decreased from 35.9% to 30.2%, which is also significantly below the corresponding NI average for similar schools.
- Most of the subjects at GCE grades A* to C or equivalent are below the corresponding three-year average; approximately 60% of the subjects are more than 20 percentage points below this average.
- Over the past three years, the proportion of pupils at stages 1 to 4 on the special educational needs register attaining five or more GCSE or equivalent qualifications at grades A* to C, including English and mathematics, has decreased from 17.5% to 10%.

The ETI was unable to evaluate:

- the standards attained by the pupils in English and mathematics;
- the progression made by the pupils in their learning; and
- the pupils' wider skills and dispositions.

6. Quality of provision

- The curriculum planning and review process is not meeting adequately the needs of all of the the pupils, as evidenced by: the reduced curriculum offer, at KS 4 and post-16, over the past three years; the overly low outcomes attained by the pupils at KS 4 and post-16; the well-below average staying on rate from year 13 to year 14; and the low progression rates by the pupils to further and higher education.

- There is insufficient tracking of the leavers' destinations to inform curriculum planning and review.
- The role and impact of the school council is underdeveloped; it is not sufficiently supported and nurtured to help improve aspects of school life. The school needs to identify and establish the most effective forum which will enable the pupils to play a meaningful role in issues which affect them and the wider school community.

The ETI was unable to evaluate fully:

- the impact of the curriculum review on the pupils' learning;
- the effectiveness of the guidance and support (including careers education, information, advice and guidance) in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching and assessment in promoting learning;
- the quality of provision in English, literacy, mathematics and numeracy across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- The school development planning process and associated plan² requires improvement; it is not based sufficiently upon a rigorous process of self-evaluation and the signposting of evidence is insufficient. The associated action plans lack a clear baseline and measurable targets; as a consequence, it is difficult to determine accurately the school's progress in addressing the priorities for improvement. The action plans need to be revisited and revised, as a matter of urgency, by the senior leaders and governors of the school to ensure the needs of the pupils are met better.
- There has been significant discontinuity in the middle and senior leadership roles across the school; a high proportion of post-holders are either recent appointments or acting in a temporary capacity.
- Over the past three years, the number of pupils taking examinations in year 14 has decreased significantly, by almost one-half, to just under 40 pupils. It will be important for the employing authority, governors and the staff to plan for, and manage, the sustainability of the sixth-form provision in order to address more effectively the current and future needs of the pupils and the staff.
- The school prospectus is not in line with the requirements set out in DE circular 2003/15; it does not include, for example, the prescribed examination results and trend data.

² The SDP does not meet fully the requirements of The Education (School Development Planning) Regulations (Northern Ireland) 2010

The school did not provide evidence that satisfactory arrangements are in place for safeguarding learners. Owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school. However, based on the evidence available at the time of the inspection, areas which must be improved urgently include:

- there is no designated governor for child protection/safeguarding;
- the child protection/safeguarding training is out of date for the chair of governors and the governors re-appointed to the reconstituted board; and
- a number of policies are out of date and/or are being reviewed; work needs to be completed promptly on:
 - the staff code of conduct;
 - a relationships and sexuality education policy; and
 - an online safety policy.

In discussions with the inspectors, a significant minority the pupils reported that they do not always feel safe in the school; furthermore, while they are aware what to do if they have any concerns about their safety or welfare, they are not always confident that issues raised will be resolved.

At the time of the inspection, the governors reported that they were supporting the teaching staff in their industrial action and they refused to co-operate in any way with the ETI during the inspection process; consequently, they did not complete the governance self-evaluation proforma and they did not meet with the inspection team. Based on the evidence available at the time of inspection and significant areas for improvement reported above, the ETI's evaluation is that there can be limited confidence in the aspects of governance evaluated. The governors need to develop further their role in: monitoring and evaluating robustly the relevance and impact of the curriculum offer; the outcomes attained by the pupils; and providing appropriate challenge and support in target-setting, curriculum planning and raising standards for all pupils. There is an urgent need to strengthen the strategic leadership and governance of the school.

The ETI was unable to evaluate fully:

- the effectiveness and impact of middle leadership;
- the effectiveness of senior leadership; and
- the effectiveness of action to promote and sustain improvement.

CONCLUSION

8. 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 and safeguarding being provided for the pupils. The school is a high priority for future inspection with no further notice.

The school may require external support to address the areas for improvement outlined in the key findings above³.

The ETI will return to the school within six working weeks to monitor progress in addressing the issues identified in relation to safeguarding³.

³ The Department of Education will seek assurance from the Education Authority (and/or employing authority) that they are working with the school in relation to the inspection report.

Examination performance and other statistical data

GCSE and equivalent examination results from 2013-14 to 2015-16

Based on data held by the school in SIMS⁴ and verified with the ETI, the table below compares the percentage of year 12 pupils in Glengormley High School achieving five or more GCSEs (at grades A* to C) and equivalent subjects, and the percentage of pupils entitled to free school meals with the NI average for non-selective schools in the same free school meals band⁵.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2013-14	2014-15	2015-16
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	89	95	96
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	50	48.3	44
<i>The NI average for similar schools in the same free school meals category⁶</i>	<i>68.3</i>	<i>68</i>	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	35.9	39.2	29.3
<i>The NI average for similar schools in the same free school meals category</i>	<i>42.9</i>	<i>42.1</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	83.6	90	83.6
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)	20	27.9	10

GCE A level examination results at grades A* to C from 2013-14 to 2015-16

Based on data held by the school in SIMS and verified with the ETI, the table below shows the percentage of year 14 pupils in Glengormley High School achieving three or more GCE A levels or equivalent at grades A* to C, and two or more GCE A levels at grades A* to E.

GCE A Level or equivalent	2013-14	2014-15	2015-16
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	72	95.7	94.2
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	35.9	44.3	30.2
<i>The NI average for similar schools in the same free school meals category</i>	<i>46.7</i>	<i>46.4</i>	N/A
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	93.8	97.1	94.3
<i>The NI average for similar schools in the same free school meals category</i>	<i>97.9</i>	<i>97.7</i>	N/A

⁴ SIMS: School Information Management System

⁵ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

⁶ See benchmarking data and guidance contained in the DE Circular 2011/03: 'School Development Planning and Target-Setting'.

**Attainment of pupils in individual subjects at GCSE level (over the past three years)
Grades A* - C**

	2013	2014	2015
Number of pupils in Year 12 cohort	128	120	116

Subject	Number of entries over three years	School three year average at A* to C	Northern Ireland three year average at A* to C
Art & Design	101	76.24	77.1
Design and Technology	161	56.52	67.1
English Language	352	46.88	63.2
English Literature	108	73.15	84.0
Geography	52	65.38	61.1
Health and Social Care	46	30.43	66.7
History	80	41.25	61.7
Home Economics Child Development	61	32.79	65.7
Information Technology	322	79.50	74.2
Learning for Life and Work	54	1.85	74.7
Leisure and Tourism	42	54.76	48.3
Mathematics	345	46.96	51.5
Media Film and TV Studies	45	35.56	62.2
Performing Arts (Vocational)	44	86.36	69.2
Science Double Award 1st Subject	182	85.16	83.0
Science Single Award	268	54.10	69.0
Sport(PE) Studies	104	44.23	65.5
Business Studies *	22	77.27	59.3
Design and Technology: Graphic Products *	29	58.62	63.0
French *	23	78.26	75.2
Hospitality and Catering *	1	0.00	59.6
Manufacturing *	9	88.89	38.6
Mathematics Additional *	13	84.62	85.0
Mathematics Further *	16	93.75	85.1
Polish *	1	100.00	89.1
Statistics *	11	90.91	70.8

* indicates fewer than 30 entries over 3 years

OTHER EXAMINATION RESULTS: KEY STAGE 4

Level 2	2013-14	2014-15	2015-16	Total entry over three years
	% A* - C	% A* - C	% A* - C	
Prince's Trust (ASDAN)	100			*
OS Hair and Beauty	80	80	50	15
OS Engineering	66	0	0	14

* indicates fewer than 5 entries over 3 years

Attainment of pupils in individual subjects at GCE A level (over the past three years) Grades A* - C

	2013	2014	2015
Number of pupils in Year 14 cohort	64	70	53

Subject	Number of entries over three years	School three year average at A* to C	Northern Ireland three average at A* to C
Information Technology (Vocational)	122	96.72	84.7
Media Film and TV Studies	37	45.95	87.2
Science (Vocational)	37	70.27	61.9
Art & Design	30	73.33	90.6
Moving Image Art	27	85.19	87.2
Business Studies (Vocational)	26	57.69	82.7
Health and Social Science (Vocational)	25	84.00	84.3
English Literature	23	34.78	83.7
Mathematics	21	66.67	87.7
Biology	20	55.00	83.3
Design and Technology *	16	43.75	67.1
Design and Technology: Product Design *	5	100.00	67.1
Geography *	16	50.00	84.6
History *	10	60.00	84.9
Performing Arts (Vocational) *	14	71.43	84.0
Physics *	10	40.00	80.3
Psychology *	5	40.00	72.6
Religious Studies *	7	0.00	88.7
Travel and Tourism (Vocational) *	19	52.63	71.5

* indicates fewer than 20 entries over 3 years

OTHER EXAMINATION RESULTS: POST-16

Level 3	2013-14	2014-15	2015-16	Total entry over three years
	% A* - C	% A* - C	% A* - C	
National Diploma in Sport	100	100	100	70

Staying on rate

Based on data held in SIMS by the school and verified with the ETI, the table below shows the percentage of the pupils who stay on at Glengormley High School from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for non-selective schools (from school census returns to the Department of Education for the most recent year for which data is available.)

	NI Average	School
% Yr 12 staying on to Yr 13	47.8	46.6
% Yr 13 staying on to Yr 14	78.2	56.8

Leavers' destinations

Based on data held by the school and verified with the ETI, the table below shows the percentage of all of the pupils from Glengormley High School who leave school to enter further education, work-based learning, higher education or employment, or are seeking employment compared with the average for non-selective schools.

	NI	School	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	13157	163			
Employment	10.9%	14.11%			
Institute of Further Education	44.5%	33.74%	#	#	
Institute of Higher Education	23.3%	11.4%	#	#	25
Work-based Learning (Training)	15.4%	15.95%			
Unemployed	3.9%				
Unknown	2.1%	22%			

the school was unable to provide the leavers' destinations for level 2 and level 3.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework publication, which is available at: <http://tinyurl.com/ISEF-Post-Primary>.

Inspectors scrutinised the limited range of school policies and other documents which were made available, held formal discussions with the school council and with groups of pupils across the key stages.

The arrangements for this inspection included the opportunity for: all parents, teaching and support staff to complete a confidential questionnaire; and the governors to complete the governance proforma and formally meet with the representatives of the inspection team.

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 management⁷:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

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.

⁷ And the overall provision in a subject area or unit, as applicable.

ADDENDUM TO THE REPORT ON THE INSPECTION OF GLENGORMLEY HIGH SCHOOL, MARCH 2017

In line with the child protection/safeguarding procedures of the Education and Training Inspectorate, inspectors returned to Glengormley High School on 14 June 2017 as a follow-up to the inspection which was conducted on 20 and 21 March 2017, when the school did not provide evidence that satisfactory arrangements are in place for safeguarding the pupils. The purpose of the visit was to monitor and report on the school's progress in addressing the safeguarding issues identified at that time.

Prior to the follow-up inspection, the school informed the ETI that, with the exception of the principal and the vice-principal, none of the teachers would be co-operating with the inspectors. The recently appointed chairperson of the governors met with inspectors in relation to his new role as designated governor for safeguarding.

At the time of the follow-up visit, while some progress has been made, the school did not provide sufficient evidence that satisfactory arrangements are in place for safeguarding the pupils.

During the interim, the school has received support from the Education Authority's Child Protection Support Service, Behaviour Support Team and School Development Service. As a result: all the governors have attended safeguarding training and a new designated governor for safeguarding/child protection has been appointed; the school is establishing systems to enable the pastoral leaders to identify, record and respond more effectively to safeguarding concerns; and several key policies have been updated by senior leaders and ratified by the governors.

In discussions with the pupils, a minority still reported that they do not always feel safe in school. Too many of the pupils report inconsistencies in their experiences of learning and in how the teachers manage behaviour.

The safeguarding follow-up has identified that the school requires more time to embed, and train all staff in, the recently established pastoral systems and policies in order to ensure that they are implemented consistently and effectively, and monitored rigorously. Furthermore, the senior and pastoral leaders need to ensure that all safeguarding and pastoral policies updated by school staff are reviewed by the Education Authority.

Consequently, the senior leaders and governors need urgently to:

- implement across the school the updated policies and pastoral systems and establish systematic processes for monitoring their effectiveness; and
- address the reported inconsistencies in the pupils' learning and in the teachers' management of behaviour.

With regard to the effectiveness of the current arrangements for safeguarding, further action will be considered by the Department of Education.

FURTHER ADDENDUM TO THE REPORT ON THE INSPECTION OF GLENGORMLEY HIGH SCHOOL, MARCH 2017

The ETI returned to the school on 20 September 2017 to monitor and report on arrangements for safeguarding. In the interval since the previous safeguarding follow-up visit in June 2017, a new designated teacher for safeguarding has been appointed and benefited from specific training provided by the Education Authority's Child Protection Support Service. As a result of additional support from the Northern Health Trust, the relationships and sexuality education policy has been updated and whole-staff training has been provided. The school has established clear operational processes for reporting and collating bullying or safeguarding incidents which will enable the pastoral leaders to identify, record and respond more effectively to concerns raised by the pupils. The positive behaviour policy and pastoral groupings are, appropriately, under review as a matter of urgency.

During the inspection, however, the school did not provide sufficient evidence that the arrangements for safeguarding reflect or reflect broadly the guidance from the Department of Education. Owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school. The second safeguarding follow-up visit has identified that the school still requires more time to embed, and to train further all staff in, the recently established pastoral systems and policies; these need to be implemented effectively and monitored rigorously.

In discussions with the pupils, they reported that they feel safe and secure in school and that they know what to do and who to speak to if they have any concerns about their safety or well-being. A majority of the pupils, however, continue to report inconsistencies in how the teachers manage behaviour.

Consequently, there remains an urgent need for the senior leaders and governors to:

- update the positive behaviour policy, implement across the school the key pastoral policies and systems, and monitor rigorously their effectiveness;
- address the inconsistencies in the teachers' management of behaviour; and
- ensure the curriculum is better matched to the needs of pupils and underpins higher outcomes.

The ETI will continue to monitor and report on the school's progress in addressing the areas for improvement.

Further action will be considered by the Department of Education.

FURTHER ADDENDUM TO THE REPORT ON THE INSPECTION OF GLENGORMLEY HIGH SCHOOL, MARCH 2017

The Education and Training Inspectorate (ETI) was commissioned by the Department of Education (DE) to undertake a third follow-up inspection of the arrangements for child protection/safeguarding in Glengormley High School; this follow-up inspection took place on 28 February 2018. The purpose of the inspection was to ensure that the areas for improvement in regard to child protection/safeguarding identified during the original inspection, and the subsequent follow-up visits, were being addressed.

In the interval since the second child protection/safeguarding follow-up visit in September 2017, actions taken include:

- an acting vice-principal has been appointed to support the designated teacher in the ongoing improvement work for safeguarding;
- the school has implemented new processes for assessing risks, and identifying and recording bullying and safeguarding incidents;
- key pastoral and safeguarding policies have been updated and ratified (and include safeguarding, drugs, anti-bullying, relationships and sexuality, safe handling and pupil attendance);
- through sustained support from the Education Authority, followed by consultation with pupils and staff, a positive behaviour policy has been updated and provides clear, practical guidance for all members of the school community; the policy is still to be ratified by the governors; and
- the pastoral system of mixed-age form classes has been reviewed in consultation with pupils, parents, staff and governors, and a new structure of form classes providing for discrete year groups will be implemented in September 2018.

In discussions with the pupils, almost all reported that they feel safe and secure in school. The pupils spoke positively about the support provided by the teachers, the extra-curricular programme and the facilities available, notably for information and communication technology. They know what to do and who to speak to if they have any concerns about their safety or well-being. The pupils continued to report inconsistent management of behavioural incidents which include disruption during lessons and rough behaviours in the play areas at break and lunch-time.

Consequently, in the course of this follow-up inspection, the school continued to be unable to provide sufficient evidence that the arrangements for safeguarding reflect or reflect broadly the guidance from the DE. Owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

There remains an urgent need for the senior leaders and governors to:

- embed and implement the updated positive behaviour policy (and associated procedures), and monitor its effectiveness;
- address the reported inconsistent management of behavioural incidents that disrupt pupils' learning; and
- review the arrangements for supervision at break and lunch-time.

Further action will be considered by the Department of Education.

FURTHER ADDENDUM TO THE REPORT ON THE INSPECTION OF GLENGORMLEY HIGH SCHOOL, MARCH 2017

The Education and Training Inspectorate (ETI) was commissioned by the Department of Education (DE) to undertake a fourth follow-up inspection of the arrangements for child protection/safeguarding in Glengormley High School; this follow-up inspection took place on 28 January 2019. The purpose of the inspection was to ensure that the areas for improvement in regard to child protection/safeguarding identified during the original inspection, and the subsequent follow-up inspections, were being addressed.

During the interim period, the school has received continued support from the Education Authority (EA) and the Child Protection Support Service of the EA.

Arrangements for supervision at break and lunch-time have been reviewed and enhanced and a new pastoral structure, comprising discrete year groups and year heads, has been implemented with effect from September 2018. The updated positive behaviour policy (and associated procedures) has been ratified and implemented, with leadership focused on embedding its processes and monitoring its effectiveness. There is a clear focus on: rewarding good behaviour and giving positive feedback; earlier identification of behavioural and other pastoral concerns through the extended and consistent use of a data management system; more efficient communication between the school and home; and the establishment of a restorative panel.

On the basis of the evidence available, the arrangements for safeguarding now reflect broadly the guidance from the DE. However 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 ETI, all of the pupils reported that they feel safe in school and know what to do, and who to go to, if they have any concerns about their safety or well-being. They spoke positively about the good working relationships with their teachers and about the support they receive when they need help. They report that they appreciate the whole-school approach to behaviour management and feel that the associated three core rules for behaviour are both fair and practical.

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