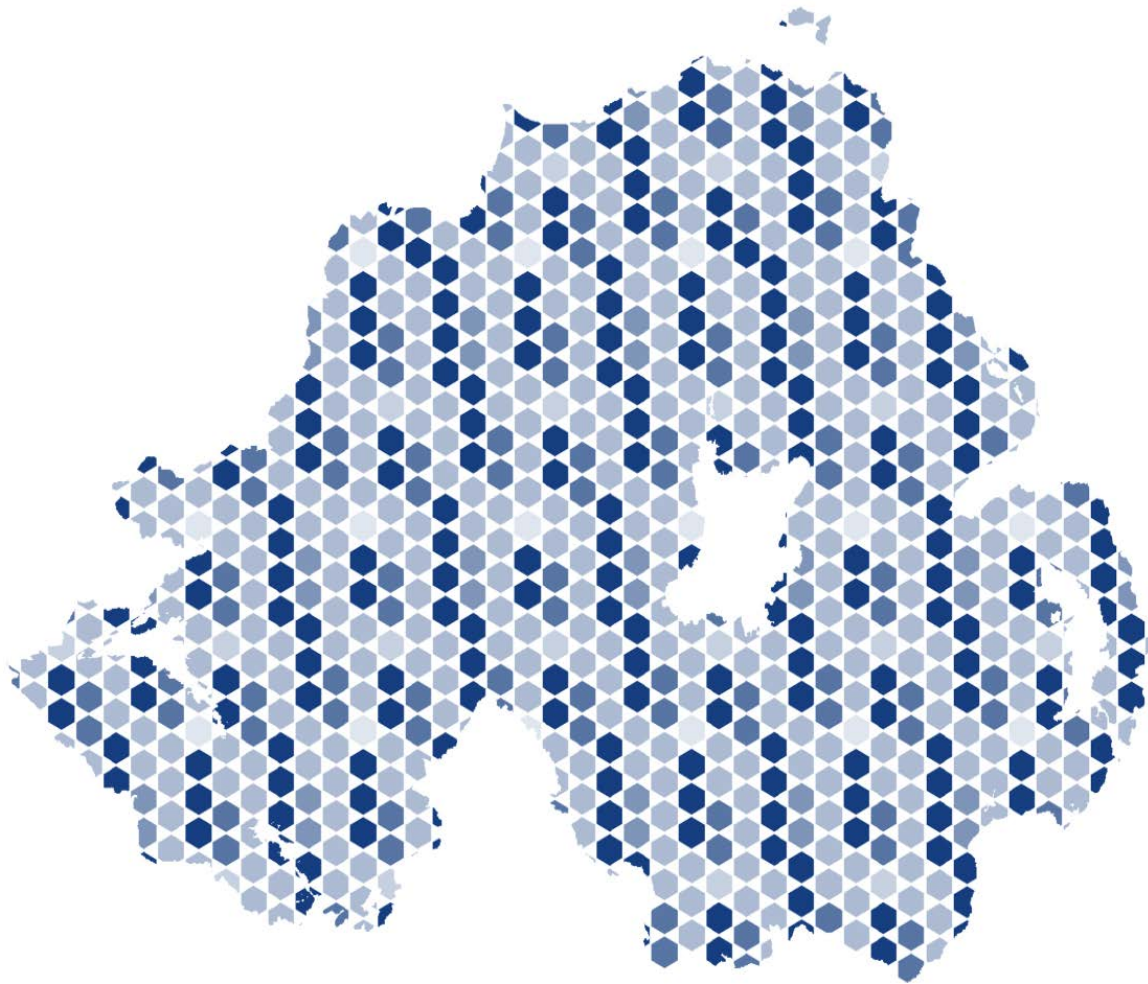


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Sacred Heart College, Omagh,
County Tyrone

Maintained, co-educational non-selective 11-18 school

Report of an Inspection (Involving
Action Short of Strike) in
March 2018



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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CONTENTS

Section	Page
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	2
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	3
7. Leadership and management	4
8. Safeguarding	4
9. Overall effectiveness	5

Appendices

- A Health and safety / accommodation
- B. Examination performance and other statistical data
- C. Inspection methodology and evidence base
- D. Reporting terms used by the Education and Training Inspectorate

INTRODUCTION

1. Context

Sacred Heart College is situated in the town of Omagh with its pupils coming from the town and surrounding rural districts. In the past four years, the enrolment has been steadily decreasing while the percentage of pupils in receipt of free school meal entitlement has remained steady and is currently at 46%. In the same period, over one-quarter of the pupils have been identified as requiring additional support with their learning. A new principal has been in post since August 2016 and the school is preparing for its move to the Strule Shared Education Campus.

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 only the principal would be co-operating with the inspectors. The ETI has 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.

<i>Sacred Heart College</i>	2014-15	2015-16	2016-17	2017-18
Year 8 Intake	107	102	99	105
Enrolment	882	837	767	736
% Attendance (NI Average)	91.6% (92.0%)	92.0% (93.5%)	93.9% (N/A)	N/A (N/A)
FSME Percentage ¹	45.5	48.9	48.8	45.7
% and (Number) of pupils on SEN register	26.60% (235)	22.10% (185)	24.25% (186)	29.48% (217)
No. of pupils with statements of educational need in the mainstream school	55	46	46	48
No. of newcomers	37	68	35	55

Source: data as held by the school.

N/A not available

2. Views of parents and staff

A small number of parents (13) and staff (5) responded to the online questionnaires. The majority of the responses to the parental questionnaires were positive about the life and work of the school, highlighting, for example, the leadership and the strong pastoral ethos in the school. The small number of staff who responded to the online questionnaire indicated good levels of satisfaction with the work of the school.

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 interests 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.

In addition to the focus on English/literacy and mathematics/numeracy, there was a supplementary subject focus on science in this inspection.

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;
- the quality of the provision in English, mathematics and science; 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 requires improvement at all levels; the school has identified this appropriately as a priority for improvement.
- Over the last three years, the proportion of pupils attaining five or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics, has been below the Northern Ireland (NI) average for similar schools, and for two of the past three years the proportion of pupils attaining five or more GCSE qualifications or equivalents at grades A* to C has also been below the NI average for similar schools although in 2017 this improved to being in line with the NI average.

- Over the past three years, the proportion of the pupils entitled to free schools meals attaining five or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics, has declined steadily and is below the NI average for non-selective schools and remains an appropriate area for improvement, which again the school has already identified.
- Over the last three years, the gender gap at five or more GCSEs or equivalent at grades A*-C, including English and mathematics has widened; currently the girls are out-performing the boys by more than twenty percentage points.
- For two of the past three years, at post-16, the proportion of pupils attaining grades A*-C in at least three A levels or equivalents has been below the corresponding NI average.
- The proportion of pupils staying on from years 12 to year 13 is more than five percentage points above the corresponding NI average; the staying on rate from year 13 to year 14 is more than five percentage points below the corresponding NI average.

The ETI was unable to evaluate fully:

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

6. Quality of provision

- The school has identified the need to review and rationalise the curriculum, including at Key Stage (KS) 3, matching it more appropriately to the needs and aspirations of the pupils in order to improve the outcomes at KS 4 and post-16.
- The school needs to keep under review: the GCSE/Essential Skills examination entry policy at KS4 to ensure appropriateness for all pupils, irrespective of the curriculum pathway which they follow; and the entry policy for post-16.
- In discussions with the inspectors, the pupils were supportive of the teachers and appreciative of the in-class support and the programme of enrichment, including STEM opportunities.

The ETI was unable to evaluate fully:

- the impact of the curriculum review on the pupils' learning;
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning;

- the quality or overall impact of the careers education, information, advice and guidance provision;
- the quality of provision in English, literacy, mathematics, numeracy and science across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- Senior and middle management are undergoing extensive restructuring, focused on a strategic vision for the school and the Senior Leadership Team (SLT) consulted widely to inform the current school development plan. The school has identified appropriately the need to use assessment data more effectively and diagnostically in order to improve further the pupils' learning and the standards they attain and to close the gender gap. The associated action plans lack measureable and time-bound targets to monitor the impact of the improvement agenda.
- The current governors have: supported the senior leaders with significant staffing restructuring; focused on preparation for the move to the shared campus; and managed a number of challenging situations. Prioritising the holistic development of the pupils, they are driven by recognition, through data analysis, that they can further exercise their challenge function. Further monitoring and evaluation of pupils' outcomes (particularly in public examinations) and the curricular provision by, for example, establishing link governors with the SLT and middle managers is therefore a priority. Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be limited confidence in those aspects of governance evaluated. Through the process of governance, harnessing the combined skill set of the governors, the impact of planned curricular change on improving the outcomes for all of the pupils should be monitored and evaluated.

The ETI was unable to evaluate fully:

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

8. Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance from the Department of Education. 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 inspectors, the pupils reported that they feel safe in school, and are aware of what to do if they have any concerns about their safety or welfare.

CONCLUSION

9. 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 being provided for the children. This will be reflected in future inspection activity.

Health and Safety

The school needs to carry out risk assessments for the supervision of pupils beyond the classroom and outside areas; and also review and monitor the fire safety evacuation arrangements, particularly at lunch-time.

Examination performance and other statistical data

GCSE and equivalent examination results from 2014-15 to 2016-17

Based on data held by the school in SIMS² and verified with the ETI, the table below compares the percentage of year 12 pupils in Sacred Heart College achieving five or more GCSEs (A* to C and A* to E) 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 band³.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2014-15	2015-16	2016-17
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	96.2	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	61.2	61.4	75.7
<i>The NI average for similar schools in the same free school meals category⁴</i>	<i>75.0</i>	<i>76.6</i>	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	40.3	30.3	36.8
<i>The NI average for similar schools in the same free school meals category</i>	<i>46.3</i>	<i>45.8</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	86.1	87.9	98.5
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)	30.8	29.2	26.5

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

GCE A level examination results at grades A* to C from 2014-15 to 2016-17

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 Sacred Heart College achieving three or more GCE A levels, or equivalent, at grades A* to C, compared with the NI average for non-selective schools in the same free school meals band.

GCE A Level or equivalent	2014-15	2015-16	2016-17
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	91.8	94.2	98.5
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	38.10	60.47	47.76
<i>The NI average for similar schools in the same free school meals category</i>	<i>45.5</i>	<i>53.3</i>	N/A
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	96.43	98.84	98.51

² SIMS: School Information Management System

³ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

⁴ The benchmarking bands for 2015/16, as set in in Circular 2017/8 'School Development Planning and Target-Setting' are different to those used in preceding years; therefore, trend comparisons with previous years' benchmarking data need to be treated with caution..

Attainment of pupils in individual subjects at GCSE level or equivalent (over the past three years)

Grades A* to C

(The three year average is expressed as a percentage of the pupils entered)

	2014-15	2015-16	2016-17
Number of pupils in Year 12 cohort	129	132	136

GCSE Subject	No of entries over three years	School Three-year average at A* to C %	Northern Ireland Three-year average at A* to C %
Art & Design	87	79.3	76
Business and ICT	24	58.3	N/A
Business Studies	40	67.5	61
Design and Technology	44	79.5	70
English	159	47.2	52
English Language	201	63.7	66
English Literature	75	84	85
French	48	97.9	77
Geography	63	52.4	63
Health & Social Care	34	41.2	67
History	55	47.3	64
Home Economics: Child Development	57	68.4	69
Information Technology	162	79	73
Irish	24	100	95
Mathematics	370	50.8	51
Performing Arts	23	21.7	63
Polish	20	100	N/A
Preparation For Work / PSE	332	68.4	74
Religious Studies	338	53.3	64
Science Double Award	164	83	88
Science Single Award	233	57.9	70
Sport/PE Studies	57	59.6	69
Business (Voc)	*	70	71
Engineering	*	72.7	55
Home Economics	*	55.6	70
Music	*	100	80
Office Technology (GCSE/FC_7460)	*	83.3	63

* indicates fewer than 20 entries over 3 years

OTHER EXAMINATION RESULTS (EQUIVALENTS): KEY STAGE 4

Level 2	2014-15	2015-16	2016-17	Total entry over 3 years	School A* - C %
	% A* - C	% A* - C	% A* - C		
Art and Design (NQF)	100	N/A	N/A	8	100
Care and Office Administration	N/A	N/A	100	17	100
Business Studies (OS)	100	80	N/A	32	93.8
<i>BTEC Art and Design</i>	100	61.1	100	37	87
BTEC Building (Voc)	92.5	N/A	N/A	40	92.5
BTEC Computer Use	89.5	N/A	N/A	19	89.5
<i>BTEC ICT</i>	83.3	N/A	N/A	12	83.3
<i>BTEC Music</i>	N/A	100	N/A	11	100
<i>BTEC Sport</i>	77.8	N/A	N/A	10	70
<i>BTEC Travel and Tourism</i>	100	N/A	N/A	15	100
Building Voc (NQF)	N/A	100	84.6	21	90.5
Computer Architecture / Systems (NQF)	N/A	100	100	64	100
Construction Studies (OS)	88.9	95.2	94.7	58	93.1
OCN Certificate in Personal Success and Well Being	N/A	100	88.9	30	94.5
Personal Health (NQF)	N/A	100	100	19	100
Practical Craft (OS)	100	100	100	19	100
Preparation For Work (NQF)	N/A	100	100	28	100
Preparation For Work (OS)	100	40	N/A	11	72.7
Prince's Trust Certificate in Personal Development and Employability	N/A	100	100	40	100
Hospitality and Catering	N/A	N/A	80	10	80
Sports Studies (NQF)	N/A	100	100	10	100
Travel and Tourism (NQF)	N/A	100	N/A	22	100

Attainment of pupils in individual subjects at GCE A level or equivalent (over the past three years)

Grades A* to C

(The three year average is expressed as a percentage of the pupils entered)

	2014-15	2015-16	2016-17
Number of pupils in Year 14 cohort	84	86	67

A Level Subject or equivalent	No of entries over three years	School three-year average at A* to C %	Northern Ireland three-year average at A* to C %
Art & Design	18	83.3	92
Building (BTEC)	15	93.3	N/A
Building (Voc NQF)	9	66.7	N/A
Business (Voc)	11	36.4	87.6
Business Studies	33	66.7	87.9
Business Studies (DA)	17	88.2	N/A
Childcare Skills (NQF)	11	72.7	N/A
Construction Technology (BTEC)	8	75	N/A
Construction Technology (NQF)	3	33.3	N/A
English Literature	25	64	85
Health & Social Care	35	82.9	84.9
Health & Social Care (DA)	38	84.2	82.1
Information Technology	79	88.6	79.4
Information Technology (DA)	20	95	N/A
Information Technology (Voc)	25	84	86.4
Mathematics	11	36.4	89.1
Multi Media (BTEC)	11	63.6	N/A
Music Studies (BTEC)	7	100	N/A
Performing Arts (Voc)	6	66.7	91
Religious Studies	43	90.7	89.1
Science: Environmental	30	70	N/A
Sports Studies (BTEC)	15	86.7	N/A
Sports Studies (NQF)	7	57.1	N/A
Agriculture (BTEC)	*	100	N/A
Catering Studies (BTEC)	*	100	N/A
Chemistry (GCE)	*	100	86.1
History	*	0.	86.3
Polish	*	100	N/A
Sociology)	*	100	75
Sport/PE Studies	*	100	80

*less than five entries

STAYING ON RATE⁵ 2016/17

Based on data held and verified by the school with the ETI, the table below shows the percentage of the pupils who stay on at school 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	48.4	54.5
% Yr 13 staying on to Yr 14	69.2	75.2

Leavers' destinations 2015/16

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

	School (total)	NI	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	173	12996			
Employment	11 (6.4%)	1511 (11.6%)			
Institute of Further Education	80 (46.2%)	5745 (44.2%)	57	2	21
Institute of Higher Education	58 (33.5%)	3051 (23.5%)			58
Work-based Learning (Training)	17 (9.8%)	1976 (15.2%)			
Unemployed	1 (0.6%)	467 (3.6%)			
Unknown	6 (3.5%)	246 (1.9%)			

⁵ The 'Staying On Rate' is taken to mean the pupils who stay on at the school from year 12 to year 13 or transfer from year 12 to year 13 in another school; and, then from year 13 to year 14.

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 documentation, data and held formal discussions with some pupils (in groups).

The arrangements for this inspection included: meetings with the principal, representatives from the governors; and the opportunity for all parents, teaching and support staff to complete a confidential questionnaire.

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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

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.

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