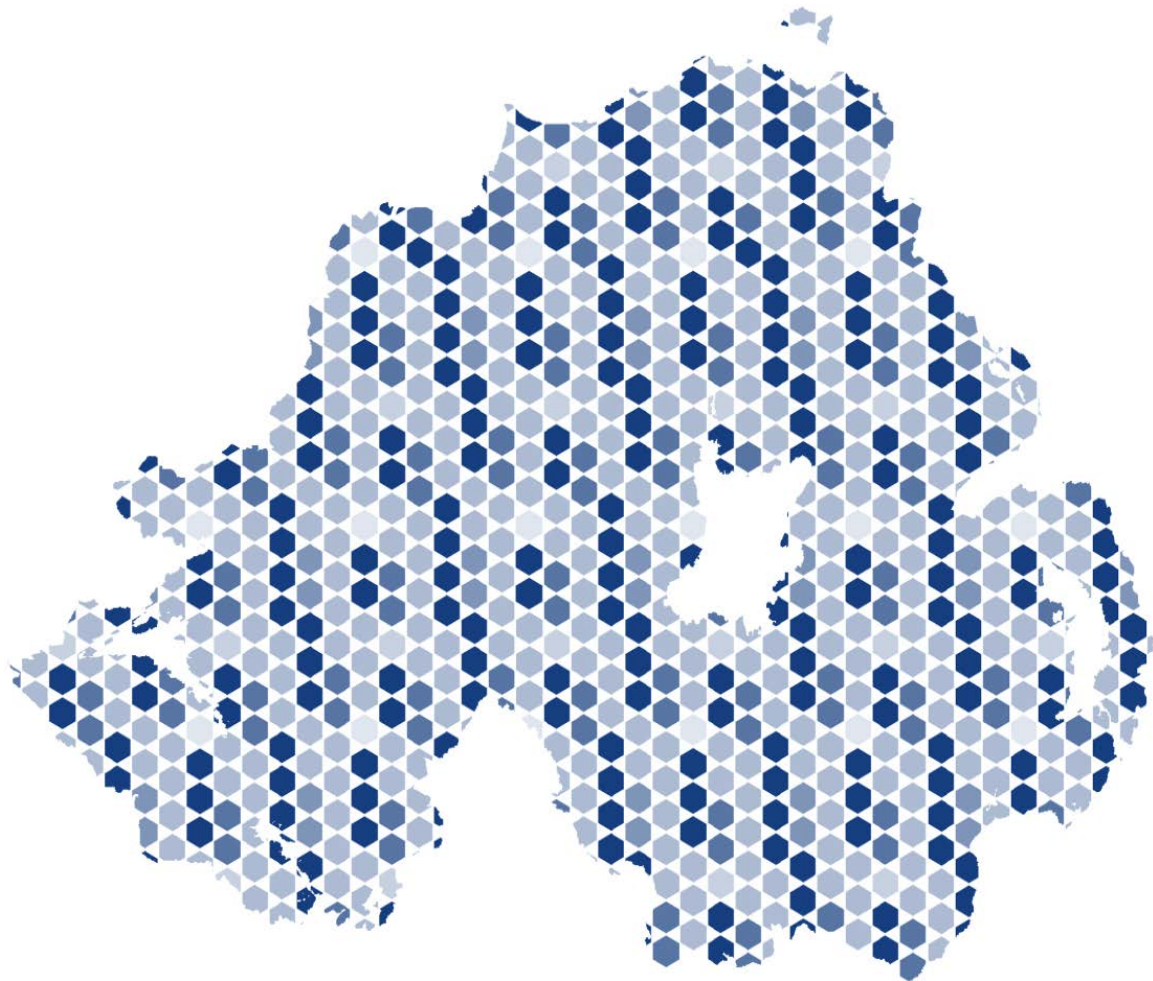


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Dromore High School,
County Down

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

Report of an Inspection in
April 2016



The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms used by the Education and Training Inspectorate

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 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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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 learning and teaching, 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.

Nine percent of parents (64) and 65% of staff (79) responded to the online questionnaires. Almost all of the parents expressed very high levels of satisfaction with the educational and pastoral provision provided by the school. In particular, the parents praised the school's inclusive, welcoming and pastoral ethos. All of the staff who responded also commented very positively on the ethos of the school and how information on pupils' progress is analysed well and shared with all relevant members of staff. The staff expressed their frustrations with the inadequate accommodation. Issues concerning aspects of learning and teaching and pastoral care were discussed with representatives of the governors and senior leaders.

2. Focus of inspection

In order to promote improvement in the interests of all pupils, the purpose of inspection is, through 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
- 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.

3. Context

Dromore High School is an 11-18 co-educational, non-selective school which serves the town of Dromore and its surrounding area. The school is consistently oversubscribed, and approximately 75% of the year 8 pupils on entry have achieved at or above the expected levels in literacy and numeracy. Sixth form provision was established in 2011 and has grown over the years; the current enrolment is 150 pupils. The school is an active participant of the Banbridge area learning community and is involved in a transition programme with a local primary school. The school holds the Investors in People award at silver standard and has an active parent teacher association. The school is awaiting the progression of a new build to provide the pupils, staff and the wider school community with an adequate, fit-for-purpose learning environment to meet the needs of its population.

Dromore High School	2012-13	2013-14	2014-15	2015-16
Year 8 Intake	149	147	151	154
Enrolment	911	920	926	924
% Attendance (NI Average see below)	94.0 (91.3)	94.9 (92.0)	95.0 (N/A)	N/A (N/A)
FSME Percentage ¹	11.7	10.9	15.2	17.9
% (No.) of pupils on the SEN register	13.8 (126)	13.2 (121)	13.8 (128)	15.0 (139)
No. of pupils with statements of educational need	49	42	47	42
No. of newcomers	8	15	18	7
<i>Intake²:</i>				
% of Y8 pupils with L5 English	10.6	4.6	#	#
% of Y8 pupils with L5 mathematics	26.9	7.8	#	#
% of Y8 pupils with L4 and above in English	76.3	74.0	#	#
% of Y8 pupils with L4 and above in mathematics	75.0	74.7	#	#

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Good

5. Achievements and standards

- Most of the pupils are courteous, well motivated and display positive dispositions in their learning. They co-operate and interact confidently with their peers to work effectively, in pairs and groups, to reflect on and improve their work. As the pupils progress through the school their social and personal skills are developed well to prepare them for the next stage of education or life in the workplace.
- The pupil attendance rates for the school are above the Northern Ireland (NI) average for each of the past three years; and the staying on rate from year 13 to year 14 is well above the corresponding NI average.

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

² 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

- For two of the past three years, the percentage of year 12 pupils attaining five or more GCSE qualifications or equivalent at grades A* to C has been slightly above or in line with the NI average for similar non-selective schools. The results dipped in 2014 to well below the corresponding average.
- Over the past three years, the percentage of year 12 pupils attaining five or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics, has fluctuated significantly from almost thirteen percentage points above the NI average for similar non-selective schools in 2013 to four percentage points below the corresponding average in 2015.
- Most of the pupils taking level 2 vocational courses achieve good outcomes; however, there is variation in the outcomes for individual subjects at GCSE level, with a significant minority of the subjects being on or below the corresponding NI three-year average.
- The school sixth form has been in place four years and offers an increasing blend of GCE A levels and level 3 vocational programmes. Overall, it is meeting the needs and aspirations of the pupils; the percentage of pupils, for example, progressing to higher education courses is significantly above the corresponding NI average. Over the past three years: almost all pupils attained two or more GCE A Levels or equivalent at grades A* to E; and the percentage of pupils attaining three or more A levels or equivalent at grades A* to C has increased from 37% to 52%.
- The percentage of year 12 pupils, entitled to free school meals, attaining five or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics has fluctuated significantly over the past three years and is below the NI average for similar non-selective schools.
- The majority of pupils who require additional support with aspects of their learning make good progress and attain five or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics.
- Over the past three years, the pupils' attainment at GCSE English language and English literature is very good. In English language, the school's performance is consistently above the NI average for similar schools at grades A* to C and, significantly, at grades A* to B. Over the same period, it is noteworthy that a significant minority of pupils are entered for GCSE English literature and their levels of attainment are also high. The standards achieved at GCE A Level in English require significant improvement, being well below the NI average.
- Although there are low numbers entered in mathematics at post-16, the school's performance at GCE A level is improving year on year, with the three-year average being almost in line with the NI average. Whilst there is fluctuation in the standards attained by the pupils in GCSE mathematics at grades A* to C, the three-year average is significantly above the NI average for similar schools. Of note is the improving trend for GCSE mathematics at grades A* to B. The school's performance in GCSE further mathematics decreased last year to below the NI average. The standard of work in the pupils' books is of a good quality. When given opportunities, the pupils are able to participate well in class discussion and talk about their mathematics.

- A significant feature of the science provision is that over four-fifths of the pupils are entered for the more challenging GCSE double award science course, which provides a wider range of opportunities for progression to further study in science. The outcomes achieved by the pupils in this course compare well with the NI average for similar schools. The standards attained by pupils entered for GCE A level science at grades A* to C require significant improvement. While the pupils achieve in line with the NI average at grades A* to E in biology and chemistry, the results for physics are still below the NI average at grades A* to E.

6. Provision for learning

- Most (76%) of the lessons observed were effective (good or better) in promoting and progressing the pupils' learning; approximately 30% of the lessons were highly effective (very good or better). In the highly effective practice, the teachers: have high and realistic expectations of what the pupils can achieve; and they plan and organise well-differentiated learning activities, in meaningful contexts, which build on the pupils' previous learning and cater well for the range of abilities within the class.
- The less effective practice (important areas for improvement or below), in a minority (24%) of the lessons observed, is characterised by: insufficient differentiation in the planning and delivery of the lessons to meet the learning needs of all of the pupils; over direction by the teachers; and tasks which are not pitched at an appropriate level, resulting in some pupil disengagement and passivity. It is concerning that approximately one-third of the lessons observed across key stage (KS) 3 had important areas for improvement. It will be important, through the dissemination of the most effective classroom practice, to improve the consistency of the pupils' learning experiences throughout the school.
- There are well planned and regular assessment arrangements in place which are underpinned by good collation of data to track the progress of the pupils' learning; assessment for learning and marking for improvement strategies, however, are not implemented or monitored consistently enough in all areas of the curriculum. More effective use of the diagnostic qualitative and quantitative data and formative assessments is required to better inform: planning for learning and differentiation; and, the targets set for pupils.
- The provision for learning in English is good. A majority (73%) of the lessons observed were effective in progressing the pupils' learning, and a minority (18%) of them were highly effective. These lessons are characterised by: well conceived collaborative activities matched to the learning outcomes; probing questioning to elicit extended oral responses and teachers' skilful use of starters to develop the pupils as critical thinkers. In the less effective practice, there is insufficient pace and challenge and a lack of meaningful contexts for peer to peer talking and listening. The newly reviewed planning and schemes of work provide a range of attractive, stimulating resources relating to a variety of poetry, prose, drama and digital texts, that are used well by the teachers to develop the pupils' reading skills.

- The provision for learning in mathematics is good. In the effective practice, in nearly two-thirds of the lessons observed: there is a clear focus on the learning; the lessons have an appropriate structure with effective reviews of previous learning; the pupils benefit from the positive working relationships and support and engage with each other in purposeful activities; skilful questioning is used to extend the pupils' responses and to develop higher order thinking skills; and, a useful range of assessment for learning strategies are used to inform progression in learning. In the less effective lessons, in almost two-fifths of the lessons observed, the pace, pitch and challenge is not appropriate to meet the needs of all; there is over-direction by the teacher; and, the pupils are overly passive.
- The school has established literacy and numeracy working groups, appropriately focused on extending and consolidating the provision for literacy and numeracy across the curriculum. The literacy working group is: improving further the pupils' accuracy in written communication; and, addressing the inconsistency in the development of extended writing across the key areas of the curriculum. The pupils use their numeracy skills accurately and effectively during well planned, meaningful tasks across the curriculum. However, the numeracy working group needs to monitor more robustly the quality and progression of the learning and teaching of numeracy skills throughout the school.
- The provision for learning in science is good. Most (85%) of the lessons observed were effective in progressing the pupils' learning and two-fifths were highly effective. A feature of the most effective lessons is the high quality teacher exposition and opportunities for the pupils to engage in a wide range of learning activities, including practical and investigative work. The quality of the pupils' work in class is mostly very good. When provided with the opportunity, they talk confidently and accurately about their work in science. They are able to carry out a wide range of practical tasks and work capably individually, in pairs and small groups as directed.
- The care and support of each pupil is afforded a high priority by the school and is effective in supporting the pupils' learning and personal development within school. Beyond the school day, the pupils benefit from a wide range of extra-curricular activities and initiatives, not only in academic contexts but also in cultural and sporting ones.
- The caring, child-centred ethos reflects the commitment of everyone in the school community to living out the school's vision statement, 'Caring for Children'. Extensive work has been done to develop and promote the pupil voice through, for example, the recently re-launched student council, the well conceived programme of academic and pastoral peer mentoring and the highly consultative approach of the pastoral team. As a result, the pupils are empowered to play an active role in evaluating the provision and contributing to the decision making processes within the school. The school has developed to good effect a coherent, contemporary pupil-led programme for personal development, which is responsive to the individual needs of the pupils and supported appropriately by a wide range of well chosen external speakers. As a consequence, the pupils' social and emotional needs are very well supported.

- The school's ethos of inclusivity extends to those pupils who require additional support with aspects of their learning. These pupils benefit from the warm, positive interactions with their peers and teachers across the school, facilitated effectively by the restructured house system. The key strengths of the provision include the whole-school approach to early identification of need and a rigorous tracking of pupil performance in public examinations and their post-16 destinations. Although individual education plans are in place for each pupil identified as requiring support with their learning, the targets and strategies are not always linked clearly enough to the pupils' specific learning needs. As a result, the plans lack the specific detail about appropriate learning and teaching strategies to inform the teachers' planning, practice and effective deployment of classroom assistants. There is a need to involve the pupils, their parents and the subject teachers more formally in revising the individual education plans and to monitor more regularly and systematically the progress of pupils with additional learning needs.
- The school appropriately keeps its curriculum under review, using pupil knowledge and tracking data to good effect in order to guide the curriculum planning process. The curriculum at KS 3 has appropriate breadth and balance. At KS 4, the school is meeting the requirements of the entitlement framework through a well-established partnership with the local further education college. At post-16, while the school is not yet meeting the requirements of the entitlement framework, it has increased the range and number of subjects through collaborative arrangements with other providers. As the sixth form provision continues to grow it will be important to increase the extent of this collaboration, in order to build greater flexibility in the deployment of staff, more optimal class sizes and additional subject options.
- The provision for careers education, information, advice and guidance (CEIAG) is highly effective. The pupils benefit from a coherent taught programme in the key transition years. The provision for personal careers guidance is well planned and includes pupil and parent discussions in year 10 and during the other transition years. The school has a comprehensive system of well managed work experience for all pupils in years 12, 13 and 14, which is aligned to each pupil's personal career aspirations. As a result, the pupils demonstrate a clear knowledge of, and are empowered to make informed decisions about, the careers options available to them. The pupils speak knowledgeably about their particular chosen pathways and the subjects they need in order to embark upon and follow specific careers. The leavers' destination data shows that most of the pupils progress onto appropriate pathways, with a high proportion progressing into further or higher education. Pupils, at KS 4 in particular, would benefit from extending further: the range of visiting guest speakers; and, better links with external agencies.

7. Leadership and management

- The current principal was appointed in April 2015. It is evident that the senior leadership team (SLT) foster well a culture of care and support for all of the school community, and have high expectations of, and for, the achievements of both the staff and the pupils.

- The school development plan³ (SDP) is informed well by a rigorous process of self-evaluation along with meaningful consultation with key stakeholders. Consequently, there is a clear strategic direction for the work of the school and working groups are focused on taking forward the key priorities.
- The SLT, informed by the use of an increasing range of first-hand evidence, are appropriately focused on promoting dialogue and action at all levels to identify and make the required adjustments to the planning for learning and teaching, assessment of learning and marking for improvement. Importantly, necessary restructuring of the roles and responsibilities of the SLT is planned, to better enable and support the school's improvement agenda at both senior and middle management levels.
- Action planning is underpinned by an effective use of qualitative and quantitative data. Self-evaluation processes are well established and appropriate tracking systems are in place to monitor and evaluate the standards the pupils attain at departmental and whole-school level. To effect continued improvements in the pupils' learning and the standards they attain, leaders at all levels need to focus more sharply on the quality and consistency of the pupils' learning experiences. High quality learning and teaching needs to become embedded more consistently throughout the school.
- The governors are supportive, committed and understand well the challenges and opportunities facing the school. They need to exercise further their challenge function to: monitor and evaluate the standards attained by the pupils throughout the school; and, increase accountability at all levels. It will also be important to keep under continuous review the budget surplus and financial planning to meet the current and future needs of the school. Based on the evidence presented at the time of inspection, the ETI's evaluation is that 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 children. These arrangements broadly reflect the guidance issued by the Department of Education, but the following area needs to be addressed: to review the health and safety policy to ensure that the outworking of risk assessments⁴ in relation to the access arrangements to the school site, school buildings and appropriate resources and equipment are implemented and continuously monitored.
- In discussions with the pupils, they report that they feel safe and secure in school and they are aware of what to do if they have any concerns about their safety or well-being.

³ The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

⁴ The identified health and safety issues are set down in Appendix 2.

8. Overall effectiveness

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 in:

- improving the quality of learning and teaching, through better planning for learning and differentiation, in order to raise the standards and outcomes attained by all of the pupils; and
- reviewing roles and responsibilities to build further the capacity and accountability in leadership and management, at all levels, to meet present and future needs.

Examination performance and other statistical data

GCSE and equivalent examination results from 2012-13 to 2014-15

Based on data held by the school in SIMS⁵ and verified with the ETI, the table below compares the percentage of year 12 pupils in Dromore High School achieving five or more GCSE examinations and equivalent at grades A* to C and A* to E, and the percentage of pupils entitled to free school meals, with the NI average for non-selective schools in the same free school meals category⁶.

<i>GCSE and GCSE equivalent subjects - *following permitted exclusions</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	84.14	84.62	87.5
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	75.17	55.94	69.85
<i>The NI average for similar schools in the same free school meals category⁷</i>	<i>71.3</i>	<i>73.5</i>	<i>69.9</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	57.93	44.06	54.41
<i>The NI average for similar schools in the same free school meals category</i>	<i>44.4</i>	<i>46.8</i>	<i>58.3</i>
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	95.17	89.51	95.59
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)	27.78	9.09	26.92

⁵ SIMS: School Information Management System

⁶ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

⁷ See benchmarking data and guidance contained in the DE Circular 2011/03: 'School Development Planning and Target-Setting'.

Other examination results at key stage 4 from 2012-13 to 2014-15

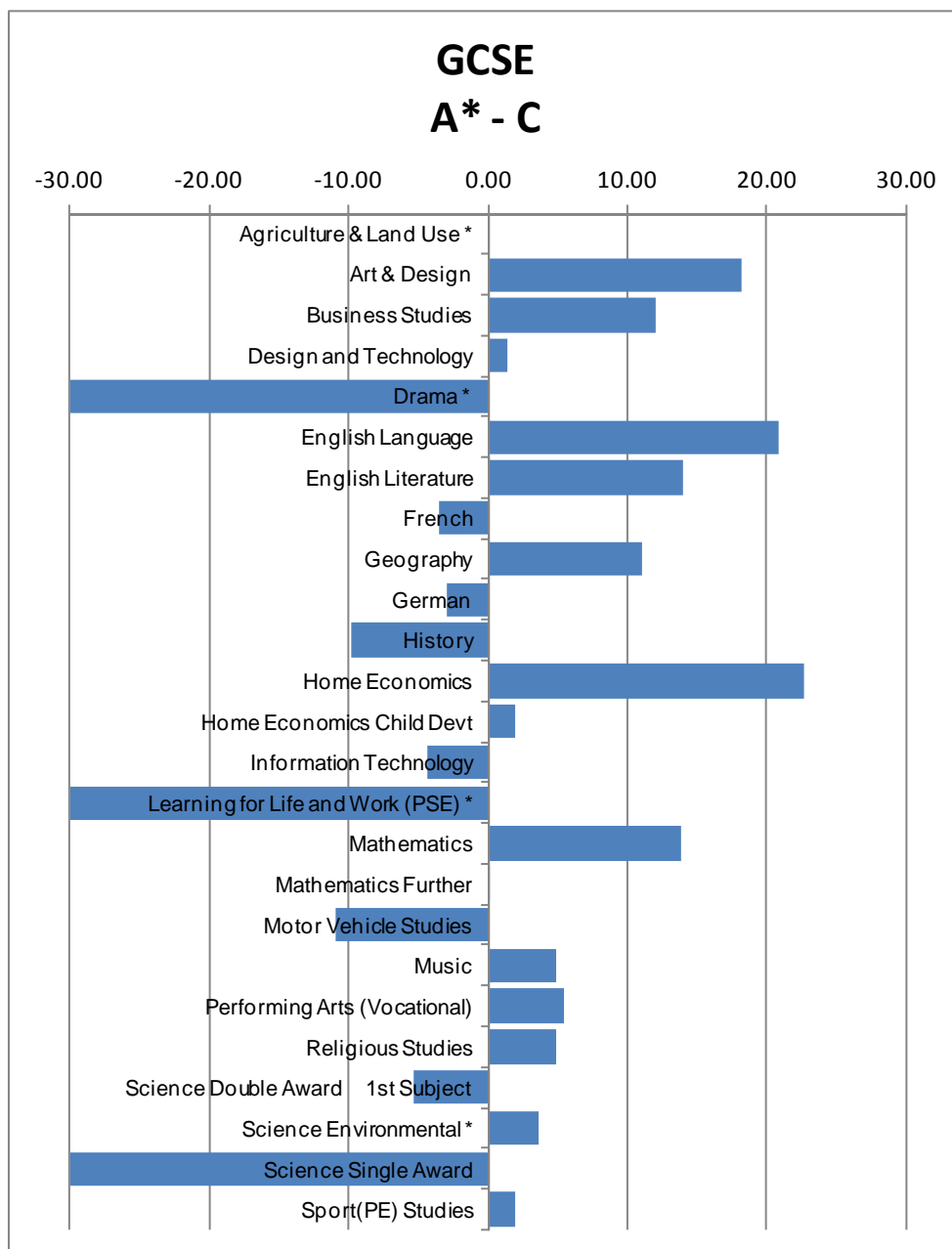
Based on data held by the school in SIMS and verified with the ETI, the table below shows the percentage of year 12 pupils in Dromore High School achieving in vocational/applied courses equivalent to GCSE level. No average is available from the examining boards for the subjects in this table to facilitate comparison.

Level 2	2013	2014	2015	Total entry over 3 years
	% pass	% pass	% pass	
CCEA Level 2 Award in Occupational Studies	77%	79%	83%	220
BTEC Level 2 Certificate in Engineering	100%	100%	100%	24
BTEC Level 2 Certificate in Sport	100%	100%	100%	31
BTEC Level 2 Certificate in Creative Media	100%	N/A	N/A	6
BTEC level 2 Certificate in Construction	N/A	25%	N/A	*

* Fewer than 5 pupils

Attainment of pupils in individual subjects at GCSE level at grades A* to C from 2012-13 to 2014-15

Based on data held by the school in SIMS⁸ and verified with the ETI, the average over three years of the percentage of year 12 pupils achieving at GCSE level at grades A* to C in individual subjects in Dromore High School is compared with the three-year NI average for pupils in non-selective schools in NI. A positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons between subjects should be treated with caution.



*indicates fewer than 30 entries over 3 years

⁸ SIMS: School Information Management System

GCE A level examination results at grades A* to C from 2012-13 to 2014-15

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 Dromore High School achieving three or more GCE A levels at grades A* to C, and two or more GCE A levels at grades A* to E. The table compares the percentage of pupils achieving three or more GCE A levels at grades A* to C with the NI average for non-selective schools in the same free school meals category⁹

GCE A Level or equivalent	2013	2014	2015
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	86	90	91.7
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	36.84	43.33	52.38
<i>The NI average for similar schools in the same free school meals category</i>	<i>46.4</i>	<i>45.2</i>	<i>61.6</i>
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	92.98	98.33	98.81

Other examination results: post-16

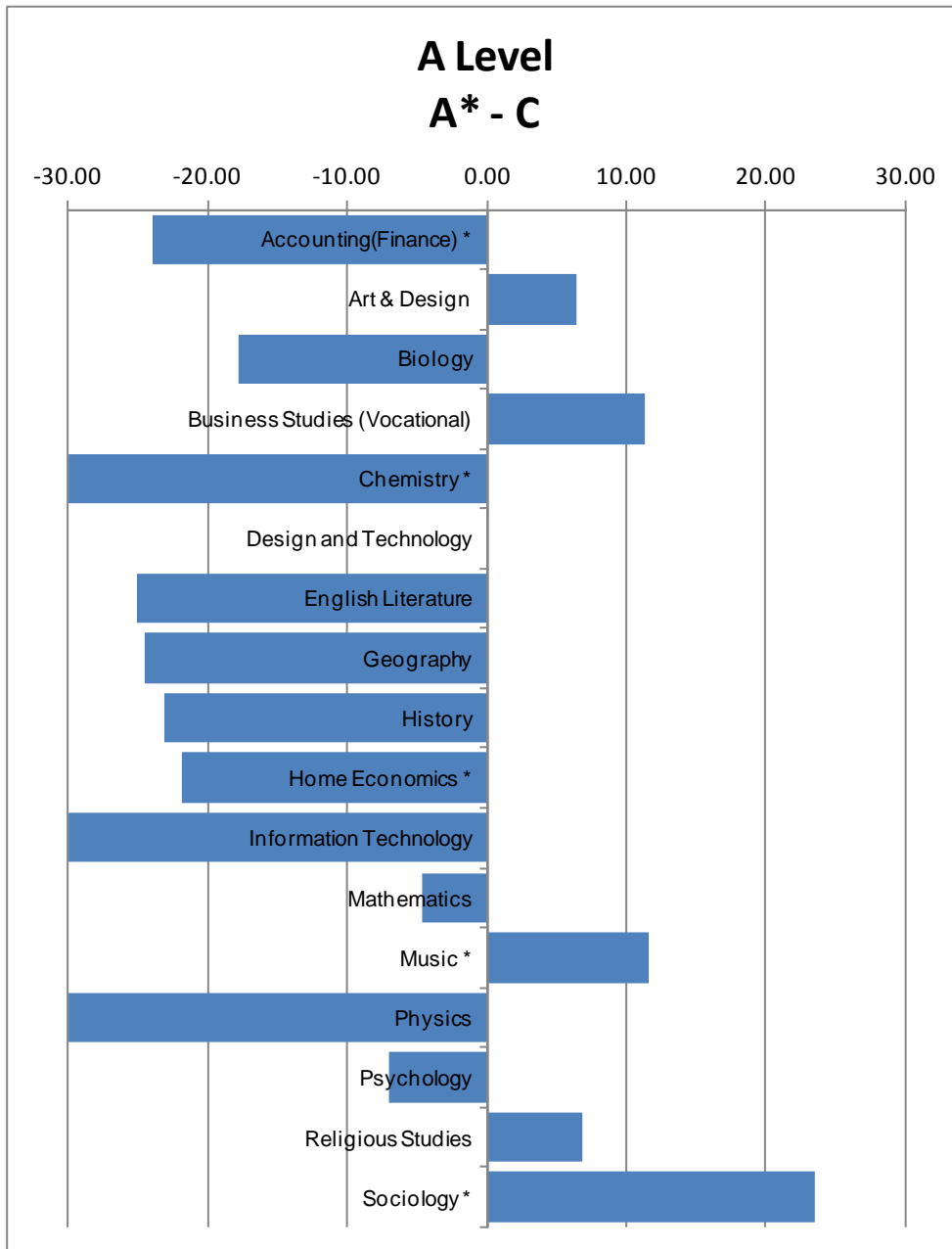
Based on data held by the school in SIMS and verified with the ETI, the table below shows the percentage of year 14 pupils in Dromore High School achieving in vocational/applied courses equivalent to GCE A level. No average is available from the examining boards for the subjects in this table to facilitate comparison.

Level 3	2013	2014	2015	Total entry over 3 years
	% pass	% pass	% pass	
BTEC Level 3 Performing Arts	100%	100%	100%	19
BTEC Level 3 Engineering Subsidiary Diploma	N/A	100%	100%	9
BTEC Level 3 Creative Media Subsidiary Diploma	100%	100%	100%	17
BTEC Level 3 Subsidiary Diploma Sport	100%	100%	100%	35
BTEC Level 3 Health and Social Care Subsidiary Diploma	100%	100%	100%	18
BTEC Level 3 Health and Social Care Diploma	N/A	100%	100%	16

⁹ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

Attainment of pupils in individual subjects at GCE A level at grades A* to C from 2012-13 to 2014-15

Based on data held by the school in SIMS and verified with the ETI, the average over three years of the percentage of year 14 pupils achieving at GCE A level at grades A* to C in individual subjects in Dromore High School is compared with the three-year NI average. A positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons between subjects should be treated with caution.



*indicates fewer than 20 entries over 3 years

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 Dromore 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	52.9	47.1
% Yr 13 staying on to Yr 14	79.5	91.3

Leavers' destinations

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

	School	NI	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	151	13187			
Employment	5.7%	8.8%			
Further Education	31.0%	46.0%	10	39	
Higher Education	32.9%	21.2%			52
Work-based Learning (Training)	17.7%	16.9%			
Unemployed	0.6%	3.6%			
Unknown	7.6%	3.6%			

Health and safety

The school needs to review, through appropriate risk assessments and external support, the access arrangements to, and within, the school buildings and the school site to address the following health and safety issues for pupils and staff relating to the:

- access at the front door reception and the various other access points throughout the school;
- pedestrian and vehicle entrances; there are no pedestrian footpaths and no safety barrier between the vehicles and pedestrians during the movement of traffic in and out of school during the school day;
- traffic congestion as pupils leave school at the end of the school day;
- arrangements for pupils leaving the school at lunchtime;
- canteen facilities and lunchtime arrangements to better accommodate and cater for the significant number of pupils using the facilities; and
- access to, and use of, learning and teaching resources and equipment within the learning environment.

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