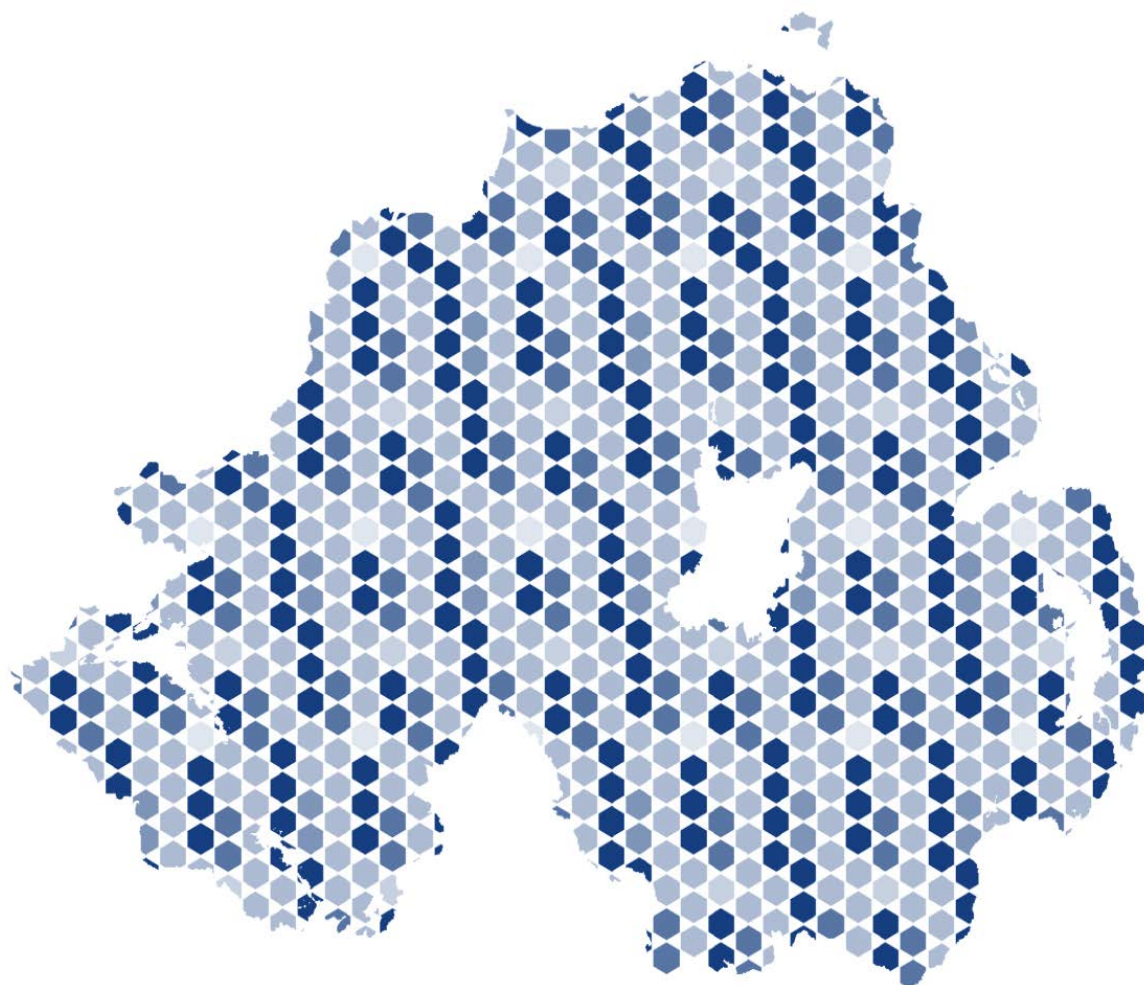


Education and Training Inspectorate POST-PRIMARY INSPECTION



Bangor Grammar School, Bangor, County Down

11-18, all-boys, voluntary, selective school DE Ref No: 442-0015

Report of an Inspection (Involving Action Short of Strike) in
September 2019



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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1. Context

Bangor Grammar school attracts its pupils from Bangor and the wider North Down area. Over the past four years, the school has been oversubscribed at year 8. The school participates as a member of the North Down Area Learning Community and the Bangor Learning Partnership. The school collaborates closely with two post-primary schools through its shared education partnership and this has resulted in the achievement of the Rights Respecting Schools Award, Silver: Rights Aware.

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 none of the teachers would be co-operating with the inspection. Members of the senior leadership and representatives of the board of governors co-operated with the inspection in relation to leadership and safeguarding responsibilities. 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.

Bangor Grammar School	2016/17		2017/18		2018/19		2019/20	
	No.	%	No.	%	No.	%	No.	%
Year 8 Intake	129	-	131	-	132	-	139	-
Total Enrolment	860	-	867	-	883	-	890	-
Attendance (NI Average**)	-	95.7 (95.5)	-	95.1 (95)	-	94.9 -		N/A -
Free School Meal Entitlement	115	13.37%	122	14.07%	114	12.91%	91	10.22%
Pupils on SEN Register	106	12.33%	118	13.61%	134	15.18%	50	5.62%
No of Pupils with Statements	22	-	25	-	24	-	27	-
No of Newcomer Pupils	*	-	*	-	*	-	*	-

** Northern Ireland Statistic & Research Agency: Attendance at grant-aided primary, post- primary and special schools: Detailed Statistics - 2016/17, 2017/18.

N/A Not available.

* Fewer than 5.

2. Pupils', parents' and staff questionnaire responses

Sixty percent of the pupils completed the online questionnaire. Overall, the responses were positive about their experience in the school, with the pupils appreciating, for example, the support and guidance that they receive with their work and the range of curricular and extra-curricular opportunities available to them. Nearly one-fifth of the pupils responding provided written comments, sharing their views of school life and their learning experiences; they reported that they would welcome further consistency in the application of aspects of some school policies, the detail of which has been shared with the school.

Nineteen percent of parents and support staff responded to the online questionnaire. Most parents who responded agreed that their child is making good progress in school and were positive about the life and work of the school. As a result of the action short of strike, no teachers responded to the online questionnaires.

The individual concerns which were raised through the questionnaires and communications were discussed with the principal and the representatives from the board of governors, including the arrangements for parent teacher meetings for year 9 and matters relating to school transport.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, the inspection linked 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
- 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 history 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 provision in English and literacy, mathematics and numeracy, and history; and
- the quality and impact of the provision for care, welfare and support of the pupils.

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

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

5. Outcomes for learners

- The pupils who met with inspectors were respectful, articulate and confident. They recognise how they are developing leadership skills arising from for example, membership of the school council and leading mentoring programmes. The student council valued the opportunity to have input into a range of school policies and initiatives for example e-safety and the mental health strategy; during the meeting they discussed maturely school matters, offering realistic solutions.

- Over the past three years, the proportion of pupils attaining seven or more GCSEs (including equivalents) at grades A* to C including English and mathematics, has increased from 89.3% in 2017 to 95.2% in 2019. The attainment of the small numbers of pupils entitled to free school meals is consistent with that of their peers.
- The outcomes attained by the pupils in almost all of the individual subjects at GCSE at grades A* to B are in line with or above the corresponding NI subject averages¹ for 2017 to 2018, with a significant minority being well above².
- Over the past three years, the proportion of pupils attaining three or more GCE A level qualifications (including equivalents) at grades A* to C has decreased from 72.5% in 2017 to 67.0% in 2019. Almost all of the subjects at A level are in line with, or above, the corresponding subject averages³ over the past three years, however in 2019 a significant minority are below.
- Most of the year 12 pupils return to post-16 study at the school. The school leavers' destinations data indicates that almost all year 14 pupils in 2018 progressed to higher education study.

The ETI was unable to evaluate fully:

- the standards attained by the pupils in English and literacy, mathematics and numeracy and history;
- the progression in the pupils' learning; and
- the pupils' wider skills and dispositions.

6. Quality of provision

- In discussions with the inspectors, the pupils across the key stages spoke positively about their learning experiences. They spoke maturely about many aspects of the life and work of the school, showing particular appreciation for the range of extra-curricular activities, including sport, drama and debating.
- The provision for careers at Key Stage (KS) 3 is delivered through the employability element of the Learning for Life and Work scheme; the provision is supplemented through a suite of programmes including guest speakers, external providers and careers based competitions.
- At KS 4, the Learning for Life and Work programme is currently being delivered through other subject areas and collapsed timetable days and events; it will be important to keep under review and monitor the delivery and quality of the pupil experience.

¹ In those subjects for which there are corresponding NI subject averages.

² With the changes to GCSE grading, the 2019 outcomes at grades A* to B cannot be compared with previous years.

³ In those subjects for which there are corresponding NI subject averages.

- One discrete period of careers guidance is delivered in year 12 and further augmented by visits from stakeholders and guest speakers. Similarly in year 13 a discrete period of careers is delivered on the pupil timetable, with no discrete provision in year 14. Appropriately the school is addressing the further development of careers education, information, advice and guidance as a strategic priority.
- The school's subject offer at KS4 and post-16 meets the entitlement framework. The school uses a wide range of performance data to assess and track progression, set targets and inform more flexible curriculum provision at KS4 and post-16, with a number of subjects delivered in collaboration within the North Down Area Learning Community.

The ETI was unable to evaluate fully:

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

7. Leadership and management

- There has been restructuring of the senior leadership team in order to build capacity and support the school improvement planning and implementation. This has resulted in a number of seconded posts both at senior and middle leadership.
- The school development planning process is informed by consultation with stakeholders and a range of internal and external data in order to set clear strategic priorities for improvement.
- The governors have a wide set of complementary skills which are applied well to challenge and support the strategic direction and financial stewardship of the school through a number of sub-committees. They are well informed about the pupils' outcomes in public examinations and are responsive to the various pastoral and educational challenges. 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.

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. Appropriately, the school continues to review and update its key pastoral policies, and has identified the need to revise the positive behaviour management policy. 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 and are aware of what to do if they have any concerns about their safety or welfare.

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 pupils. This will be reflected in future inspection activity.

Examination performance and other statistical data

Data Year 12 performance

GCSE and GCSE Equivalent Subjects - *following permitted exclusions	2016/17	2017/18	2018/19
*Percentage of Year 12 taking GCSE and Equivalents in at least 7 subjects	100	99.28	99.21
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects	89.34	94.24	95.24
<i>The NI average for grammar schools in the same FSM band*</i>	93.7	92.9	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and GCSE Mathematics	89.34	94.24	95.24
<i>The NI average for grammar schools in the same FSM band*</i>	93.4	92.8	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	93.44	98.56	99.21
Percentage of Year 12 entitled to FSM achieving 5 or more GCSEs Grades A - C or equivalent (including GCSE English and GCSE Mathematics)	100	95.45	100

* Median for each year from the Department of Education benchmarking Quartiles for grammar schools in the same FSM band
 BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2016/17 <https://tinyurl.com/Benchmarking-Data-16-17>
 BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2017/18 <https://tinyurl.com/Benchmarking-Data-17-18>

Year 12 GCSE (including equivalent) examination outcomes

	2016-17	2017-18	2018-19
Number of pupils in Year 12 cohort	122	139	126

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

Subject	Number of Entries over two years ⁴	School Two-year average A* to B	Northern Ireland Two-year average A* to B	Number of Entries in 2019	School 2019 average A* to B ⁵
Art & Design (GCSE/FC_3510)	57	71.9	64.9	16	68.8
Biology (GCSE/FC_1010)	193	76.2	79.0	95	73.7
Business Studies (GCSE/FC_3210)	72	51.4	63.6	37	29.7
Chemistry (GCSE/FC_1110)	118	83.1	83.1	65	61.5
Computer Studies (GCSE/FC_2610)	15	66.7	N/A	11	81.8
Computer Use (NQF/L2_CN1)	19	100	N/A	*	100
Computer Use (NVQ/L2_CN1)	N/A	N/A	N/A	4	100
Design and Technology (GCSE/FC_8900)	64	82.8	68.1	35	74.3
Drama (GCSE/FC_5210)	87	90.8	72.0	45	93.3
English Language (GCSE/FC_5030)	261	84.7	71.3	126	81.7

⁴ 2017 and 2018.

⁵ With the 2019 changes to GCSE grading, the outcomes at grades A* to B cannot be compared with previous years.

English Literature (GCSE/FC_5110)	230	80.9	70.8	112	77.7
French (GCSE/FC_5650)	57	59.6	53.5	29	62.1
Geography (GCSE/FC_3910)	77	75.3	66.0	27	81.5
German (GCSE/FC_5670)	44	52.3	52.4	13	69.2
History (GCSE/FC_4010)	138	84.8	71.5	71	76.1
Home Economics (GCSE/FC_3310)	55	69.1	62.8	30	70.0
Information Technology (GCSE/FC_2650)	80	70.0	74.1	36	86.1
IT/Art (GCSE/FC_8210)	17	47.1	N/A	16	43.8
Manufacturing (GCSE/FC_0005)	12	41.7	N/A	N/A	N/A
Mathematics (GCSE/FC_2210)	261	76.0	69.6	126	89.7
Mathematics Further (GCSE/FC_2330)	53	90.6	82.6	44	72.7
Media Studies (GCSE/FC_5350)	15	53.3	52.1	N/A	N/A
Media: Communication & Production (GCSE/FC_0012)	15	26.7	N/A	N/A	N/A
Music (GCSE/FC_7010)	21	100	81.1	18	94.4
OS: Construction Studies (COA/B_TE1)	*	0	N/A	N/A	N/A
OS: Drama and Theatre Studies (COA/B_5210)	47	100	N/A	43	100
OS: Leisure and Recreation (COA/B_0016)	55	100	N/A	N/A	N/A
OS: Personal and Social Education (COA/B_4810)	33	97.0	N/A	25	100
Physics (GCSE/FC_1210)	161	81.4	81.4	75	93.3
Polish (GCSE/FC_6070)	*	100	N/A	N/A	N/A
Religious Studies (GCSE/FC_4610)	28	82.1	68.9	*	100
Russian (GCSE/FC_6090)	*	100	N/A	N/A	N/A
Spanish (GCSE/FC_5750)	50	60.0	62.3	21	61.9
Sport/PE Studies (GCSE/FC_7210)	47	70.2	67.6	29	48.3

* indicates fewer than 10 entries.

Data Year 14 performance

GCE A Level or equivalent	2016/17	2017/18	2018/19
Percentage of Year 14 taking A levels and Equivalents in at least 3 subjects	97.96	98.88	94.85
Percentage of Year 14 obtaining Grades C or above in at least 3 A levels	72.45	74.44	67.01
<i>The NI average for grammar schools in the same FSM band*</i>	80	74.5	N/A

* Median for each year from the Department of Education benchmarking Quartiles for grammar schools in the same FSM band

BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2016/17 <https://tinyurl.com/Benchmarking-Data-16-17>

BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2017/18 <https://tinyurl.com/Benchmarking-Data-17-18>

Year 14 A-level (including equivalent) examination outcomes

	2016-17	2017-18	2018-19
Number of pupils in Year 14 cohort	98	90	97

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

Subjects	Number of Entries over three years	School Three-year average A* to C	Northern Ireland Three-year average A* to C
Art & Design (GCE/A_3510)	19	100	93.7
Biology (GCE/A_1010)	98	77.6	82.6
Business Studies (GCE/A_3210)	55	85.5	87.9
Chemistry (GCE/A_1110)	38	86.8	87.3
Computer Studies/Computing (GCE/A_2610)	*	100	N/A
Computer Use (BTEC/SD3_CN1)	*	100	N/A
Design and Technology (GCE/A_8900)	24	95.8	N/A
Drama (GCE/A_5210)	52	100	87.5
Engineering (BTEC/SD3_XA1)	*	100	N/A
English Literature (GCE/A_5110)	37	97.3	79.5
French (GCE/A_5650)	10	90.0	90.0
Geography (GCE/A_3910)	62	83.9	82.7
German (GCE/A_5670)	*	100.0	N/A
History (GCE/A_4010)	84	90.5	81.2
Home Economics (GCE/A_3310)	*	0	N/A
Information Technology (GCE/A_2650)	50	76.0	72.3
Information Technology (Voc) (GCE/A_0010)	*	100	84.9
IT/Art (GCE/A_8210)	15	93.3	N/A
Mathematics (GCE/A_2210)	94	86.2	87.2
Mathematics Further (GCE/A_2330)	*	100	N/A
Music (GCE/A_7010)	14	100	86.1
Physics (GCE/A_1210)	63	65.1	79.0
Politics (GCE/A_4830)	46	95.7	85.4
Religious Studies (GCE/A_4610)	14 ⁶	100	86.3
Spanish (GCE/A_5750)	17	100	92.7
Sport/PE Studies (GCE/A_7210)	27	92.6	N/A
Sports Studies (BTEC/SD3_MA1)	*	100	N/A

* Indicates fewer than 10 entries over 3 years.

⁶ In 2 out of the last 3 years

Staying On Rate⁷ 2018/19

% Year 12 staying on to Year 13	88.0	NI Average Year 13	84.7
% Year 13 staying on to Year 14	93.3	NI Average Year 14	86.9

Leavers' Destinations 2017/18

	NI		School		NI Yr12		School Yr12		NI Yr13		School Yr13		NI Yr14		School		Level 2 (No.)	Level 3 (No.)	Level 4 and above (No.)
	No	%	No	%	No	%	No	%	No	(%)	No	(%)	No	(%)	No	(%)			
Total Number of Leavers	9760	100	130	100	1287	100	24	100	640	100	6	100	7833	100	94	100			
Employment	530	5.4	*	*	74	5.7	*	*	77	12.0	0	0.0	379	4.8	*	*			
Institute of Further Education	2066	21.2	16	12.3	988	76.8	11	45.8	467	73.0	*	*	611	7.8	*	*	0	11	0
Institute of Higher Education ^[1]	6661	68.2	87	66.9	*	*	*	*	*	*	0	0.0	#	#	87	92.5		0	87
Training ^[2]	320	3.3	*	*	173	13.4	*	*	44	6.9	0	0.0	103	1.3	*	*			
Unemployment	59	0.6	0	0.0	11	0.9	*	*	8	1.3	0	0.0	40	0.5	0	0.0			
Others	124	1.3	23	17.7	41	3.2	12	50.0	#	#	*	*	#	#	*	*			

Source for NI data: Destination of School Leavers by year group, 2017/18 - GRAMMAR SCHOOLS^[3]

- * fewer than 5 cases
- # figures suppressed

[1] Includes universities and teacher training colleges.

[2] Numbers entering training include those entering the Training for Success programme, operated by the Department for the Economy. Training on Training for Success is delivered by a range of training providers, including Further Education Colleges. Training for Success trainees who receive training at Further Education Colleges are recorded as being in training and not in Further Education. This convention avoids double counting of Training for Success trainees.

[3] Excludes special and independent schools.

⁷ Pupils counted for staying on rates for pupils in year 13 in 2018/19 are those that were in the final year of a level 2 qualification in 2017/18 and were in the first year of a level 3 qualification in 2018/19. This figure is divided by the number of pupils in the final year of a level 2 qualification in 2017/18. Pupils that repeat GCSEs are not counted as 'staying on'. Pupils that move schools between years are counted as 'staying on' (this is counted as part of the total of the school where the pupil sat their level 2 qualification). This means that schools without a sixth form have a staying on rate and that if a pupil moves from a non-grammar school to a grammar school they have been included in the figures for non-grammar pupils.

APPENDIX B

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework publication is available on the [ETI website](http://tinyurl.com/ISEF-Post-Primary): <http://tinyurl.com/ISEF-Post-Primary>.

The arrangements for this inspection included: a meeting with representatives from the governors; formal discussions with some pupils (in groups), meetings with members of the senior leadership; review of documentation and data; and the opportunity for all pupils, parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number returned	Percentage returned	Number with comments	Percentage with comments
Pupil	535	60.1	98	18.3
Parents	155	19.0	84	54.2
Teacher	0	0	0	0
Support staff	7	18.9	*	*

The tabulated SIMS information and the tables for Year 12 and Year 14 examination outcomes in individual subjects have been verified by the school.

GCSE Grading 2019

The Department of Education has indicated there are no plans to change school performance measures at A*-C with the introduction of the new C* grade. For GCSEs graded 9-1 this performance measure will be 9-4. For the ETI, data on performance in public examinations continues to be only one of the measures that contributes to the evaluation of outcomes for learners.

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 management⁸:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

⁸ And the overall provision in a subject area or unit, as applicable.

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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