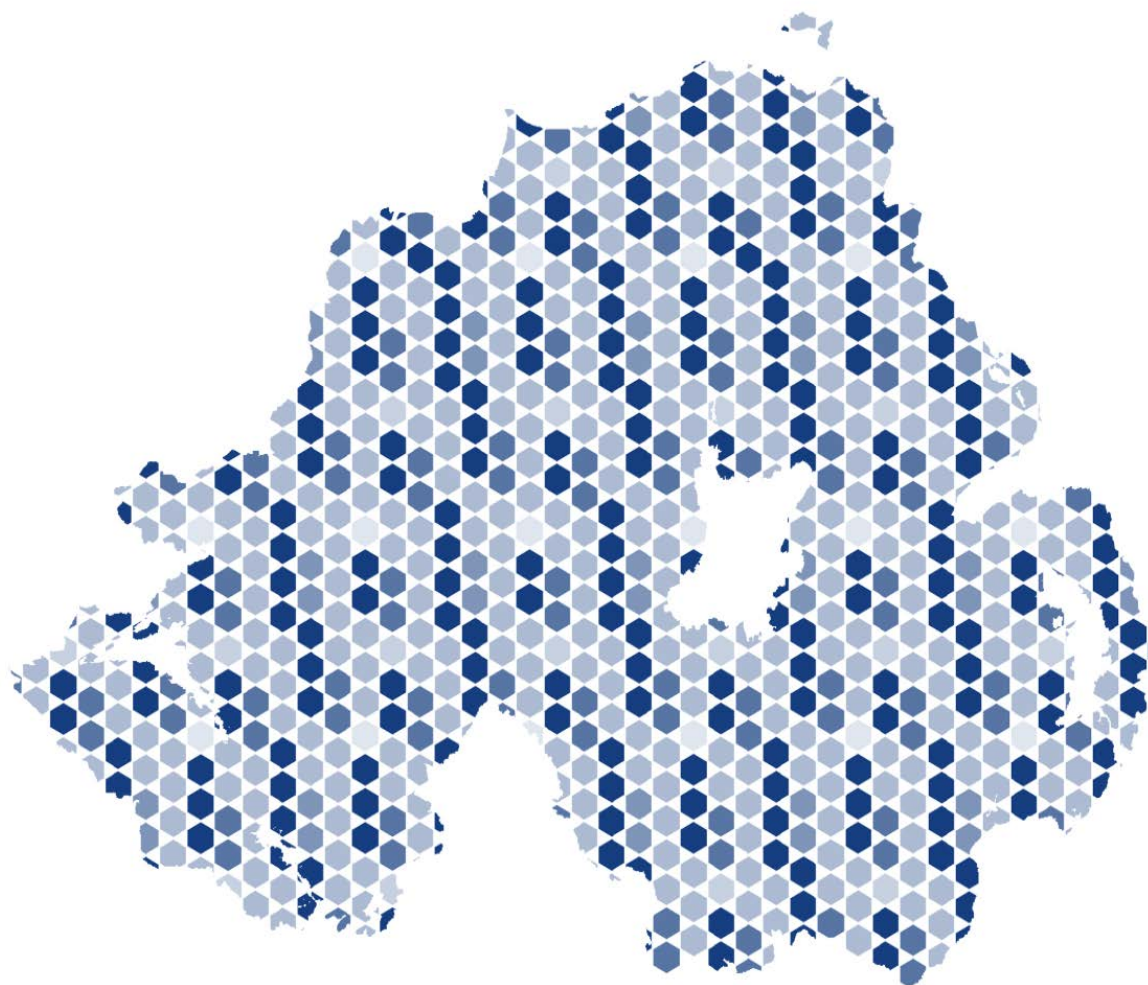


# Education and Training Inspectorate

## POST-PRIMARY INSPECTION



### Castleberg High School, Castleberg, County Tyrone

Controlled, co-educational, non-selective 11-18 school DE Ref No: 221-0065

Report of an Inspection (Involving Action Short of Strike) in  
December 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

Castledearg High School draws its pupils from a 20 mile radius around the town, covering parts of Tyrone and Fermanagh. Enrolment in year 8 has increased over the last four years from 61 pupils in 2016/17 to 93 pupils in 2019/20; the current school enrolment is 420 pupils. Over the same period, the enrolment at post-16 has fallen and currently stands at 53 pupils. There have been recent appointments at senior and middle leadership level with a consequent review of roles, particularly at middle leadership level, to support further the work of the school. The school participates as a member of the Derg Mourne Learning Community and collaborates with five primary schools through its shared education work.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute and also workload and other management issues. The industrial action 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. The senior leadership team, a minority of middle leaders and the board of the 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 standards of education and professional practice among teachers 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.

Castledearg High School	2016/17		2017/18		2018/19		2019/20	
	No.	%	No.	%	No.	%	No.	%
Year 8 Intake	61	-	70	-	71	-	93	-
Total Enrolment	406	-	396	-	394	-	420	-
Attendance (NI Average*)	-	92.6 (91.8)	-	92.5 (91.9)	-	92.7 -	-	N/A -
Free School Meal Entitlement	177	43.60%	175	44.19%	171	43.40%	169	40.24%
Pupils on SEN Register	100	24.63%	99	25.00%	94	23.86%	36	8.57%
No of Pupils with Statements	19	-	22	-	28	-	32	-
No of Newcomer Pupils	*	-	0	-	0	-	0	-

\* Northern Ireland Statistic & Research Agency: Attendance at grant-aided primary, post-primary and special schools: Detailed Statistics - 2017/18, 2018/19

\* indicates fewer than 5.

N/A: Not available.

## 2. Pupils', parents' and staff questionnaire responses

Just over sixty percent of pupils across all of the year groups responded to the online questionnaire. Overall, the responses were very positive with almost all of the pupils indicating that: the teachers let them know how they can improve their work and encourage them to set their own learning goals; they can get help with their work when needed; and the school is welcoming of everybody. Nearly one-quarter of the pupils who responded provided additional written comments, sharing their views of school life and their learning experiences.

Thirty-five percent of the parents responded to the online questionnaire, with almost all affirming how the school is well thought of in the community and provides learning experiences that are well matched to their child's ability, interests and needs. Thirty percent of the parents who responded provided additional written comments. In the written comments, parents indicated that they are happy with their child's experiences in school and appreciate the staff's support for the pupils.

Overall forty-eight percent of the staff responded to the online questionnaire; the responses indicated high levels of satisfaction with the school, and that the school is inclusive and welcoming of all members of the school community.

The small number of individual concerns raised through the questionnaires have been communicated to the principal and representatives from the board of governors.

### 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.

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
- 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

<b>Overall effectiveness</b>	Unable to assure the quality of education
<b>Outcomes for learners</b>	No performance level available
<b>Quality of provision</b>	No performance level available
<b>Leadership and management</b>	No performance level available

### 5. Outcomes for learners

- The pupils who met with inspectors were friendly, mature and reflective, expressing opinions readily and demonstrating respect for others. Some of the pupils spoke about how they are developing their leadership skills through opportunities to participate, for example, in the student council, the prefect team and as peer mentors to year 8 pupils. They appreciate how membership of the student council has provided them with opportunities to: promote an environmentally friendly school; improve their facilities; and, develop their confidence through speaking at school assemblies.

- The pupils, including those pupils with free school meal entitlement, achieve high outcomes in public examinations at both GCSE (including equivalents) and GCE (including equivalents).
- Over the last three years, nearly four-fifths of the year 12 cohort have successfully achieved a GCSE science qualification.
- The outcomes attained by the pupils in most of the individual subjects at GCSE grades A\* to C are in line with or above the corresponding NI subject averages<sup>1</sup>, with a majority being well above.
- While the proportion of pupils attaining three or more GCE A level qualifications (including equivalents) at grades A\* to C has increased steadily from 54.9% in 2017 to 74.1% in 2019, the number of pupils entered has fallen from 51 in 2017 to 27 in 2019. During this period, the proportion of boys in year 14 decreased from one-half of the cohort to one-third and their attainment at this level declined. The school has recognised the need to address the gender gap in attainment at GCE A level (including equivalents).
- The outcomes attained by the pupils in the majority of the individual subjects at A level at grades A\* to C are in line with or above the corresponding NI subject averages<sup>2</sup>, with over one-half being well above.
- The school needs to ensure that all documentation is comprehensive and retained in relation to the administrative aspects of withdrawal for the Department of Education's Summary of Annual Examinations Results process.
- At the end of year 14, a majority of the pupils progress to higher education courses and the remainder proceed into further education or employment.

The ETI was unable to evaluate fully:

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

## **6. Quality of provision**

- In discussions with the inspectors, the older pupils in key stages 4 and 5, spoke about the target setting process and how it encourages them in their learning and impacts positively on their achievement. All of the pupils spoke about how the house rewards system motivates them in their learning; and what makes learning engaging and accessible. They also expressed their appreciation of the support they receive and the opportunities they have to engage in extra-curricular sport.

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<sup>1</sup> In those subjects for which there are corresponding NI subject averages.

<sup>2</sup> In those subjects for which there are corresponding NI subject averages.

- At key stage (KS) 4 the school offer the statutory elements of religious studies and Learning for Life and Work through taught programmes of personal development and careers lessons. It will be important that the school map this provision to establish that the statutory curriculum is being addressed.
- The current curricular offer meets the entitlement framework at KS 4 and post-16, including through collaboration with two partner schools in the area learning community and local further education colleges. At KS 4 the school delivers almost all of the courses offered; at post-16 around one-half of the subject offer is delivered in classes with less than 7 pupils, and through pupils travelling to study courses offered in collaboration with partners in the Derg Mourne Area Learning Community.
- The careers programme in KS 3 is delivered through the employability strand of the statutory Learning for Life and Work programme and an additional, discrete careers period in year 10. At KS 4 and post-16 the taught programme for careers is further augmented with a suite of planned activities and pupils have work experience opportunities. Across the school the taught careers education, information, advice and guidance (CEIAG) provision is complemented by a programme of site visits, inter-school fairs, stakeholder initiatives, guest speakers and through participation in external competitions.
- The school has given priority to literacy and numeracy development including through the 'Talk to Learn' initiative and the after-school mathematics club. The provision for all pupils, including any interventions and strategies employed to address barriers to learning, needs to be monitored robustly to ensure that the allocation of time and resources impacts on the pupils' learning and progress.
- During discussions with the inspectors, the pupils indicated how their personal career plans are informed by planned research opportunities, group activities and personal investigations which develop workplace knowledge. The pupils spoke positively about the programme for CEIAG, including how it is targeted specifically in the key transition years to help them make informed subject and potential career choices.

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 CEIAG provision;
- the quality of provision in English and literacy and 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 current school development plan, which has been informed by consultation, is in year two of its three year cycle and has been appropriately supplemented with a one-year interim plan for 2019/20. The focus is on addressing current challenges and opportunities and the immediate key whole-school priorities.
- The school uses a range of qualitative and quantitative baseline data. Through a collective progression of the school improvement agenda, a further formalisation of the school's self-evaluation processes is being linked to associated action planning. It is important that all of the action plans identify clear baselines, and concise, measurable targets to enable leadership at all levels to monitor the impact of the actions for improvement.
- The governors are well-informed about the life and the work of the school and articulated a vision for the school and its place in the community. They provide support and challenge, with awareness of the current necessity to review the curricular provision at KS 4 and in particular at post-16. 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.
- It will be important that the employing authority, school governors and the staff continue to plan for, and manage, issues related to the sustainability of the school provision and school budget, including the post-16 provision, in order to address the current and future needs of the pupils and the staff.

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. 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 who they would go to and 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.

**Health and safety/accommodation**

During inspection, the following health and safety/accommodation matter(s) were observed:

- not all doors have appropriate vision panels; and
- there was open access to the school buildings.

The school needs to take mitigating action, including putting in place appropriate risk assessments.



## APPENDIX B

### Examination performance and other statistical data

#### Data Year 12 performance

<b>GCSE and GCSE Equivalent Subjects - *following permitted exclusions</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
*Percentage of Year 12 taking GCSE and Equivalents in at least 5 subjects	96.97	95.83	97
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	92.42	87.5	89.6
<i>The NI average for non-grammar schools in the same FSM band*</i>	78.9	79.5	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	83.33	85.42	76.1
<i>The NI average for non-grammar schools in the same FSM band*</i>	45.0	52.5	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	98.48	100	97
*Percentage of Year 12 entitled to FSM achieving 5 or more GCSEs Grades A* - C or equivalent (including GCSE English and GCSE Mathematics)	82.61	86.86	70

\* Median for each year from the Department of Education benchmarking Quartiles for non-grammar schools in the same FSM band  
[BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2016/17 https://tinyurl.com/Benchmarking-Data-16-17](https://tinyurl.com/Benchmarking-Data-16-17)  
[BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2017/18 https://tinyurl.com/Benchmarking-Data-17-18](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	66	48	67

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

Subject	Number of Entries over three years	School Three-year average A* to C	Northern Ireland Three-year average A* to C
Administration Management (BTNG/C12_AB2)	27	100.0	N/A
Agriculture (BTEC/DI2_SA1)	39	100.0	N/A
Art and Design GCSE (GCSE/FC_3510)	15	80.0	75.0
Building (BTNG/A12_TG1)	19	100.0	N/A
Building (NQF/L2_TG1)	10	100.0	N/A
Business ( Voc) (GCSE/FC_0002)	21	61.9	67.5
Business Studies (GCSE/FC_3210)	10	80.0	62.4
Business Studies (NQF/L2_AA3)	*	100.0	N/A
Design and Technology (GCSE/FC_8900)	13	69.2	70.9
Engineering (BTNG/A12_XA1)	17	76.5	N/A
English Language (GCSE/FC_5030)	181	91.2	68.6
English Literature (GCSE/FC_5110)	52	100.0	84.1
Geography (GCSE/FC_3910)	23	65.2	64.1
Home Economics- Child Development (GCSE/FC_3330)	39	61.5	68.7
History (GCSE/FC_4010)	123	76.4	63.4
Hospitality and Catering (GCSE/FC_0007)	84	83.3	N/A
Information Technology (GCSE/FC_2650)	75	85.3	71.6
Leisure and Tourism (GCSE/FC_0004)	41	90.2	N/A
Manufacturing (GCSE/FC_0005)	38	92.1	N/A
Mathematics (GCSE/FC_2210)	181	85.6	53.5
Further Mathematics (GCSE/FC_2330)	*	100.0	86.1
Music (GCSE/FC_7010)	19	63.2	78.7
OS Business (COA/B_OS01)	*	100.0	N/A
OS Construction (COA/B_OS02)	9	66.7	N/A
OS Design (COA/B_OS03)	*	100.0	N/A
OS Engineering COA/B_OS04)	23	78.3	N/A
OS Environment (COA/B_OS05)	*	100.0	N/A
OS Technology (COA/B_OS06)	*	100.0	N/A
Personal and Social Education (GCSE/FC_4810)	55	87.3	73.5
Preparation for Work (NVQ/L2_HC42)	*	100.0	N/A
Religious Studies (GCSE/FC_4610)	35	57.1	67.8
Science Double Award (GCSE/DA_1370)	48	99.0	82.1
Science Single Award (GCSE/FC_1310)	119	79.8	69.5
Spanish (GCSE/FC_5750)	19	94.7	82.4
Sport/ PE Studies (GCSE/FC_7210)	42	71.4	72.4

\* 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	84.4	87.2	96.3
Percentage of Year 14 obtaining Grades C or above in at least 3 A levels	54.9	69.23	74.1
<i>The NI average for non-grammar schools in the same FSM band*</i>	52.5	54.4	N/A
Percentage of Year 14 obtaining Grades E or above in at least 2 A levels	100.0	100.0	96.3

\* Median for each year from the Department of Education benchmarking Quartiles for non-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	51	39	27

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

	Number of Entries over three years	School Three-year average A* to C	Northern Ireland Three-year average A* to C
Agriculture (BTEC/SD3_SA1)	*	100.0	N/A
Applied Sciences (BTEC/SD3_RA14)	55	96.4	N/A
Art and Design (GCE/A_3510)	13	76.9	93.7
Biology (GCE/A_1010)	12	76.9	82.9
Business (Voc) (GCE/A_0002)	15	100.0	86.7
Business Studies (GCE/A_3210)	*	85.7	89.1
Catering Studies (BTEC/SD3_NA1)	*	50.0	N/A
Chemistry (GCE/A_1110)	*	100.0	88.8
Childcare Skills (BTEC/AW3_PT21)	*	100.0	N/A
Design and Technology Product Design (GCE/A_9080)	13	84.6	62.4
Engineering (BTEC/SD3_XA1)	*	100.0	N/A
English Literature (GCE/A_5110)	*	100.0	85.5
Health and Social Care Single Award (GCE/A_0003)	43	97.7	89.2
Health and Social Care Double Award (GCE/A_0003)	10	90.0	79.5
History (GCE/A_4010)	32	62.5	83.6
Information and Communication Technology (BTNG/NE3_0010)	*	100.0	N/A
Information Technology (GCE/A_2650)	13	100.0	73.6
Leisure and Recreation (GCE/A_0016)	30	86.7	N/A
Mathematics (GCE/A_2210)	21	100.0	88.8
Multi Media (BTEC/SD3_KA4)	*	50.0	N/A
Music Technology (GCE/A_7040)	*	0.0	N/A
Physics (GCE/A_1210)	*	50.0	79.1
Politics (GCE/A_4830)	*	50.0	86.7
Sports Studies (BTEC/SD3_MA1)	22	90.9	N/A

\* Indicates fewer than 10 entries over 3 years.

### Staying On Rate<sup>3</sup> 2018/19

% Year 12 staying on to Year 13	47.1	NI Average Year 13	48.7
% Year 13 staying on to Year 14	72.1	NI Average Year 14	74.2

<sup>3</sup> 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.

## Leavers' Destinations 2017/18

### Leavers' Destinations 2017/18

	NI		School		NI Yr12		School Yr12		NI Yr13		School Yr13		NI Yr14		School Yr14		Level 2 (No.)	Level 3 (No.)	Level 4 and above (No.)
	No	%	No	%	No	%	No	%	No	(%)	No	(%)	No	(%)	No	(%)			
Total Number of Leavers	11802	100%	82	100.0%	5547	100%	25	100.0%	1275	100%	16	100.0%	4980	100%	39	100.0%			
Employment	1562	13.2%	23	25.6%	391	7.0%	*	*	322	25.3%	10	62.5%	849	17.0%	10	23.0%			
Institute of Further Education	5159	43.7%	30	36.5%	3417	61.6%	18	72.0%	588	46.1%	*	*	1154	23.2%	9	23.0%	*	20	6
Institute of Higher Education <sup>[1]</sup>	2622	22.2%	20	24.3%	*	*	0	0.0%	*	*	0	0.0%	#	#	20	51.2%		0	20
Training <sup>[2]</sup>	1823	15.4%	*	*	1445	26.1%	*	*	209	16.4%	*	*	169	3.4%	0	0.0%			
Unemployment	391	3.3%	0	0.0%	156	2.8%	0	0.0%	90	7.1%	0	0.0%	145	2.9%	0	0.0%			
Others	245	2.1%	*	*	138	2.5%	*	*	#	#	*	*	#	#	0	0.0%			

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

\* 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.

## APPENDIX C

### 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 and middle 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	254	60.5	61	24.0
Parents	113	34.9	34	30.1
Teacher	16	55.2	7	43.8
Support staff	9	39.1	*	*

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 management<sup>4</sup>:

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

<sup>4</sup> 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:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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