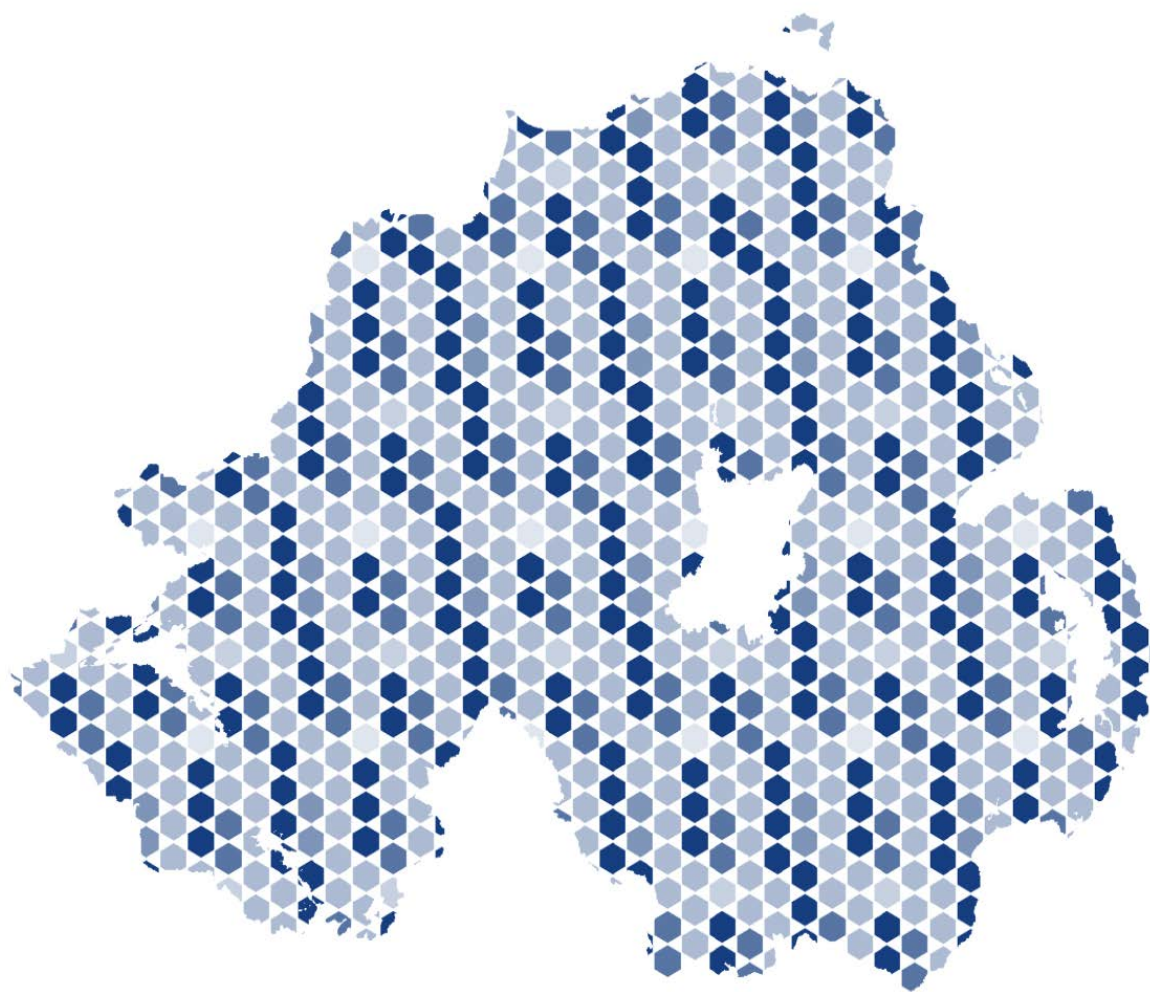


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Drumragh Integrated College,
Omagh

Maintained integrated, co-educational, all-ability 11-18
school

Report of an Inspection in
December 2014

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



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 in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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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.eti.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

Inspectors observed teaching and learning, 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.

Forty two parents (7.7%) and the majority of all staff (54) responded to the questionnaires. Almost all of the parents who responded commented positively on the caring ethos of the school including, for example, how happy they are with their child's experience and how well the staff deal with behaviour and related issues. The very few issues raised in the parental questionnaires were discussed with the governors and principal.

All of the staff who responded to the questionnaire were positive in their views of the school, particularly on the inclusive, welcoming and pastoral ethos for all members of the school community.

2. Focus and purpose of the inspection

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

3. Context of the school

Drumragh Integrated College is situated on the outskirts of Omagh. The school opened in 1995 and has been on its current site since 2009. The majority of the pupils are drawn from Omagh town while the remainder come from a broad rural catchment.

The percentage of pupils who are entitled to free school meals has risen in the past year by over 11 percentage points to almost 40% of the total enrolment.

Just over half of the pupils enter the school having attained the expected level in English and mathematics and over one-quarter of the pupils are identified as having special educational needs.

The enrolment in the sixth form currently stands at 117, representing a staying on rate into year 13 of 63%, 10 percentage points above the NI average.

Drumragh Integrated College	2011/12	2012/13	2013/14	2014/15
Year 8 Intake	113	110	111	105
Enrolment	656	662	675	660
% Attendance	93.2 (91.4)	92.9 (91.3)	93.6 (n/a)	N/A (n/a)
FSME Percentage ¹	28.51	25.83	26.67	38.82
% (No.) of pupils on the SEN register	35.37 (232)	35.80 (237)	34.52 (233)	26.82 (177)
No. of pupils with statements of educational needs in the mainstream school	70	79	80	74
<i>Intake²:</i>				
% of Y8 pupils with L5 English	n/a	23.64	5.41	2.86
% of Y8 pupils with L5 mathematics	n/a	26.36	4.50	5.71
% of Y8 pupils with L4 and above in English	n/a	65.45	55.86	55.24
% of Y8 pupils with L4 and above in mathematics	n/a	75.45	60.36	55.24
<i>Source: data as held by the school.</i>				

4. Overall findings of the inspection

Overall Effectiveness	Satisfactory
Achievements and Standards	Very Good
Provision	Good
Leadership and Management	Satisfactory

5. Quality of achievement and standards

- The pupils are well-motivated and demonstrate a positive disposition to their learning. When given opportunities, they work well in groups, can articulate and discuss their learning and demonstrate persistence in their work. During the inspection, their behaviour was exemplary.
- In two of the the past three years, the attainment in five or more examinations in GCSE, and equivalent, subjects at grades A* to C, including GCSE English and GCSE mathematics was twenty percentage points above the average for similar non-selective schools.

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 the proportion reaching expected levels cannot be compared directly with KS2 data from previous years

- In 2014, while remaining well above average, the percentage attaining at this level (five or more grades A* to C including GCSE English and GCSE mathematics) fell by 10 percentage points compared with 2013. The school identified a number of reasons for the drop, one of these being the underperformance of a group of boys. A better developed target-setting process would have given the school the opportunity to make more robust, whole-school preventative interventions.
- Standards in English examinations are high; they are significantly above the average for non-selective schools at GCSE level. Over the past three years at GCE A level, the standards have increased to the average for non-selective schools. Standards in mathematics examinations are very good and significantly above the average for non-selective schools at GCSE level and at GCE A level. Almost all of the pupils take GCSE science (single or double award science) and the outcomes are very good.
- Over the last three years, almost one-half of the pupils who require additional support with their learning attained five or more GCSEs at grades A* to C.
- The GCSE attainment for year 12 pupils entitled to free school meals for one out of the last three years was below the Northern Ireland average; the school has identified this as a key area for improvement.
- The percentage of pupils achieving three or more A levels and equivalents at grades A* to C has increased significantly over the past three years and is currently almost 20 percentage points above the Northern Ireland average for non-selective schools.
- Most of the school leavers progress to courses in further and higher education; further education progression is significantly above the NI average.

6. Quality of provision

- Planning, teaching and assessment were good or better in three-quarters of the lessons observed; a significant minority of these lessons were very good or better, resulting in the highly effective promotion of learning.
- In the most effective lessons, teachers set realistically high expectations with good opportunities for the pupils to work together in order to consolidate their learning. Effective questioning by the teachers encouraged the pupils to extend their thinking. Assessment during and at the end of the lesson was used well to enable teachers and pupils to gauge the extent of the learning.
- In the less effective practice, the range of teaching strategies was too narrow, with over-direction by the teacher, and the level of challenge was too low, reducing the quality of learning. In single periods, the planned learning outcomes are often only partially achieved; planning for single period lessons needs to be reviewed.
- The school's literacy and numeracy strategies provide the teachers with guidance for the promotion of these skills in all subjects. However, the implementation of the provision, and the effective development of literacy and numeracy, varies from subject to subject.

- Additional literacy and numeracy support is provided for pupils in years 9 and 10 with low attainment and under-attainment. There is no systematic means of monitoring and evaluating the extent to which this additional support is making a difference to the pupils' progress in literacy and numeracy.
- The additional numeracy support for these pupils is inadequate. The purpose of these classes is unclear and the absence of diagnostic assessment and planning for learning results in an over-reliance on low level worksheets by non-specialist teachers. There is no cognisance taken of the numeracy levels of the pupils in the classes, which range from well below to above average, and consequently the work is often mismatched to the pupils' ability.
- The support for literacy for these pupils is not linked directly to the needs of pupils individually, or explicitly to the teaching of English
- In the English lessons observed there was effective, creative and innovative teaching; the pupils were confident and articulate, their reading for comprehension was good and their writing was extended well. The department is, generally, setting high expectations for the pupils. The number of pupils taking up GCSE English Literature is increasing.
- In just under one-half of the mathematics lessons observed, the teaching was very effective in motivating the pupils. The pupils were articulate when asked to explain and justify their thinking and had excellent opportunities to develop their reasoning and problem-solving skills. The teachers have high expectations for what the pupils will achieve: the proportions of pupils taking up GCSE further mathematics and GCE A level mathematics are increasing.
- The quality of care, guidance and support is very good. The strengths of the pastoral care include: the strong link between the pastoral and academic work of the staff; the arrangements to survey and respond to the views of pupils and parents; the use of outside agencies to augment the personal development programme; and the high-level issues raised and discussed by the student council.
- The school offers a planned programme of careers education, information and guidance for all pupils that is appropriate to the age ability and educational needs of each pupil. The pupils benefit from well-planned and organised opportunities to engage in a very good range of events, guest speakers, and industrial/business visits related to career pathways, including those related to STEM³ careers. By year 14, the pupils display a very good understanding of the world of work, and the education and employment opportunities that are available to them.
- The school's ethos of inclusivity extends to those pupils identified with special educational needs. Strong links with key external support agencies are used effectively to enhance the pupils' learning and life chances. While additional learning support is good, there is variation in the quality of special educational needs provision within the classroom and the links between the special educational needs, literacy, numeracy and vocational co-ordinators are not sufficiently strong. These key staff need to have more opportunities to meet formally to ensure a strategic coordinated approach to the planning and monitoring of the provision for and the progress of the pupils.

³ Science, technology, mathematics and engineering

- The curricular provision is very good⁴; the school is committed to the provision of a broad and balanced curriculum for all of the pupils in the school. The wide range of subjects, at appropriate levels of qualification, provides the pupils with good opportunities for progression to further education, higher education or employment. A wide range of extra-curricular activities and subject-related activities complement and extend the curriculum delivered in the classroom.

7. Quality of leadership and management

- In the past year, after a whole-school review of staff workloads to address life-work balance, a new school development plan (SDP) was formulated. Extensive professional discussion identified key priorities, presented in 16 development plans, which are, however, insufficiently focused on how continuous improvement is managed and effected.
- The senior leadership team places a strong emphasis on improvement based on child-centred target-setting and support. However, at whole-school level, the understanding and use of key performance indicators and targets, including, significantly, the collation of data and information to monitor and predict the progress of pupils, collectively, is under-developed. As a consequence, there is insufficient focus on whole-school action to promote improvement.
- The SDP, which was found not to be compliant with Department of Education (DE) regulations in the school inspection conducted in 2008, continues to be non-compliant⁵. For example, and most specifically, it lacks the target-setting information necessary for effectively monitoring and evaluating improvement at a whole-school level. The SDP needs urgently to be brought in line both with the school's revised improvement processes and DE's requirements.
- The governors are strongly supportive of the school and promote a caring, supportive, inclusive and fully integrated ethos; they are well informed of, and engaged in, important aspects of the life and work of the school. However, the SDP, for which they are responsible, remains non-compliant, they no longer produce a statutory annual report for parents, and mandatory aspects of the school prospectus are omitted. Based on the evidence available at the time of inspection, there can be limited confidence in these aspects of governance.
- The middle management develop one-year action plans for their particular areas of responsibility. The quality of these plans is variable but, in the most effective, the priorities are well-focused and include appropriate actions and specific subject-level targets.
- On the basis of the evidence available at the time of inspection, the school has comprehensive arrangements in place for safeguarding young people which reflect the guidance issued by the DE.

⁴ The curriculum meets the requirements of the Entitlement Framework.

⁵ Department of Education School Development Planning Regulations (NI) 2010.

8. Conclusion

In important areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision.

The inspection has identified areas for improvement in leadership and management which need to be addressed if the needs of all the pupils are to be met more effectively. These are the need to:

- further develop monitoring, evaluation and target-setting processes, in order to increase the effectiveness of the school's improvement processes; and
- comply with statutory regulations on school development planning, on reports for parents and on the content of the school prospectus.

The ETI will monitor and report on the school's progress in addressing the areas for improvement over the period of 18 to 24 months.

Examination performance and other statistical data

GCSE and equivalent examination results from 2011-12 to 2013-14

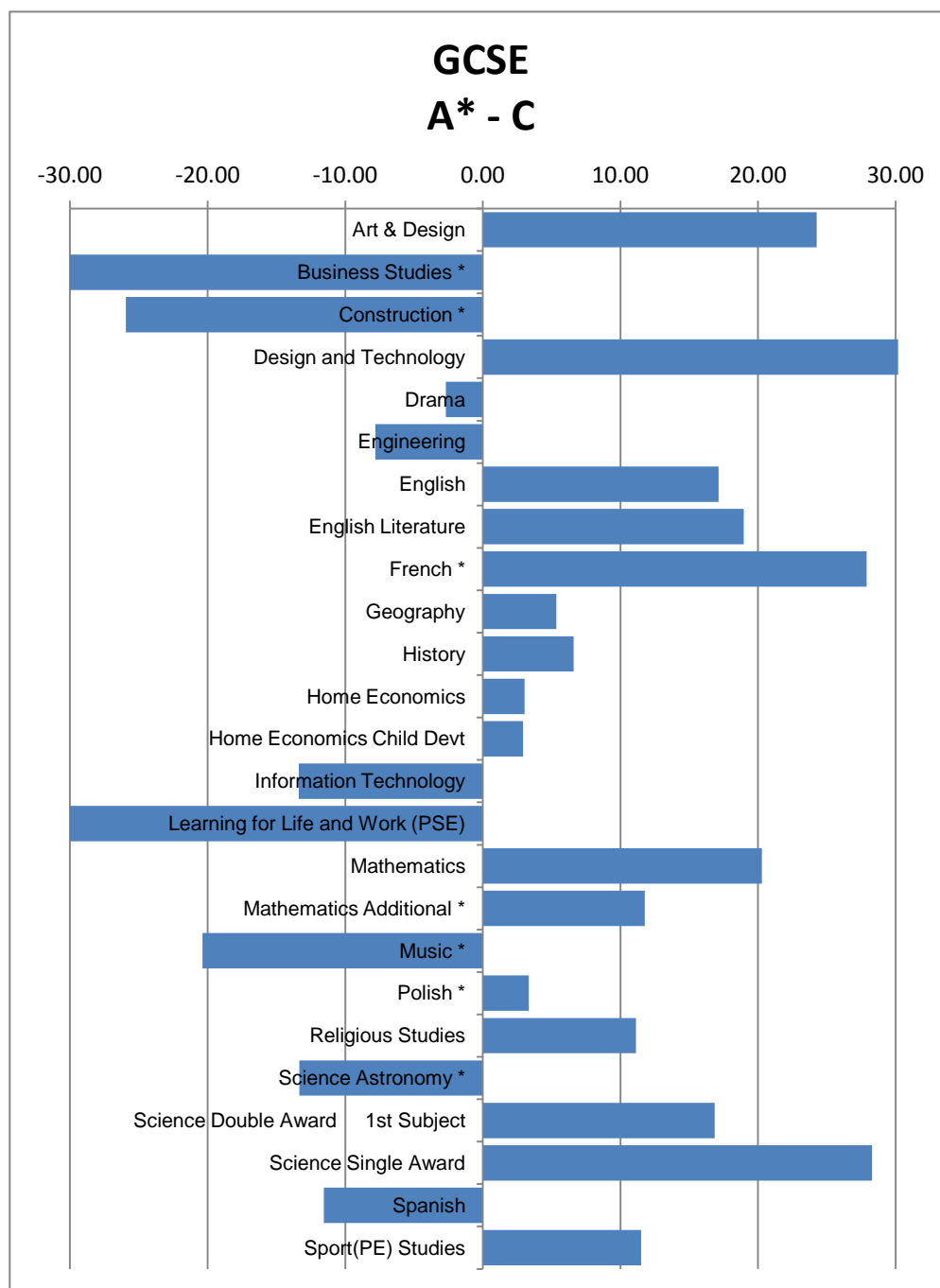
Based on data held by the school and verified with ETI, the table below compares the percentage of year 12 pupils in this school achieving 5 or more GCSEs (A* to C and A* to E) and equivalent subjects, and the percentage of pupils entitled to free school meals with the NI average for non-selective schools in the same free school meals category⁶.

<i>GCSE and GCSE equivalent subjects - *following permitted exclusions</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	97.67	96.51	97.92
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	72.1	78	66.7
<i>The NI average for similar schools in the same free school meals category⁷</i>	<i>57.8</i>	<i>62.9</i>	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	53.0	55.3	44.8
<i>The NI average for similar schools in the same free school meals category</i>	<i>31.8</i>	<i>35.6</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	93.0	96	91.7
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)	42.86	37.5	22.2

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

Attainment of pupils in individual subjects at GCSE level at grades A* to C from 2011-12 to 2013-14

The bar chart below illustrates, based on data held by the school and verified with ETI, the performance of each GCSE subject, in all exam boards, compared with the three-year average for pupils in non-selective schools in Northern Ireland. A positive value (to the right) shows that the average individual subject performance is above average. As the number of entries to each subject may vary considerably, comparisons should be treated with caution.



*indicates fewer than 30 entries over 3 years

Other examination results at key stage 4 from 2011-12 to 2013-14

Based on data held by the school and verified with ETI, the tables below show the percentage of year 12 pupils in this school achieving pass grades, and grades A* to C and A* to E in vocational/applied courses equivalent to GCSE level. No average is available from the examining boards for the subjects in these tables to facilitate comparison.

GCSE Subject	2012		2013		2014		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
Occupational Studies	91	100	100	100	100	100	25

GCE A level examination results at grades A* to C from 2011-12 to 2013-14

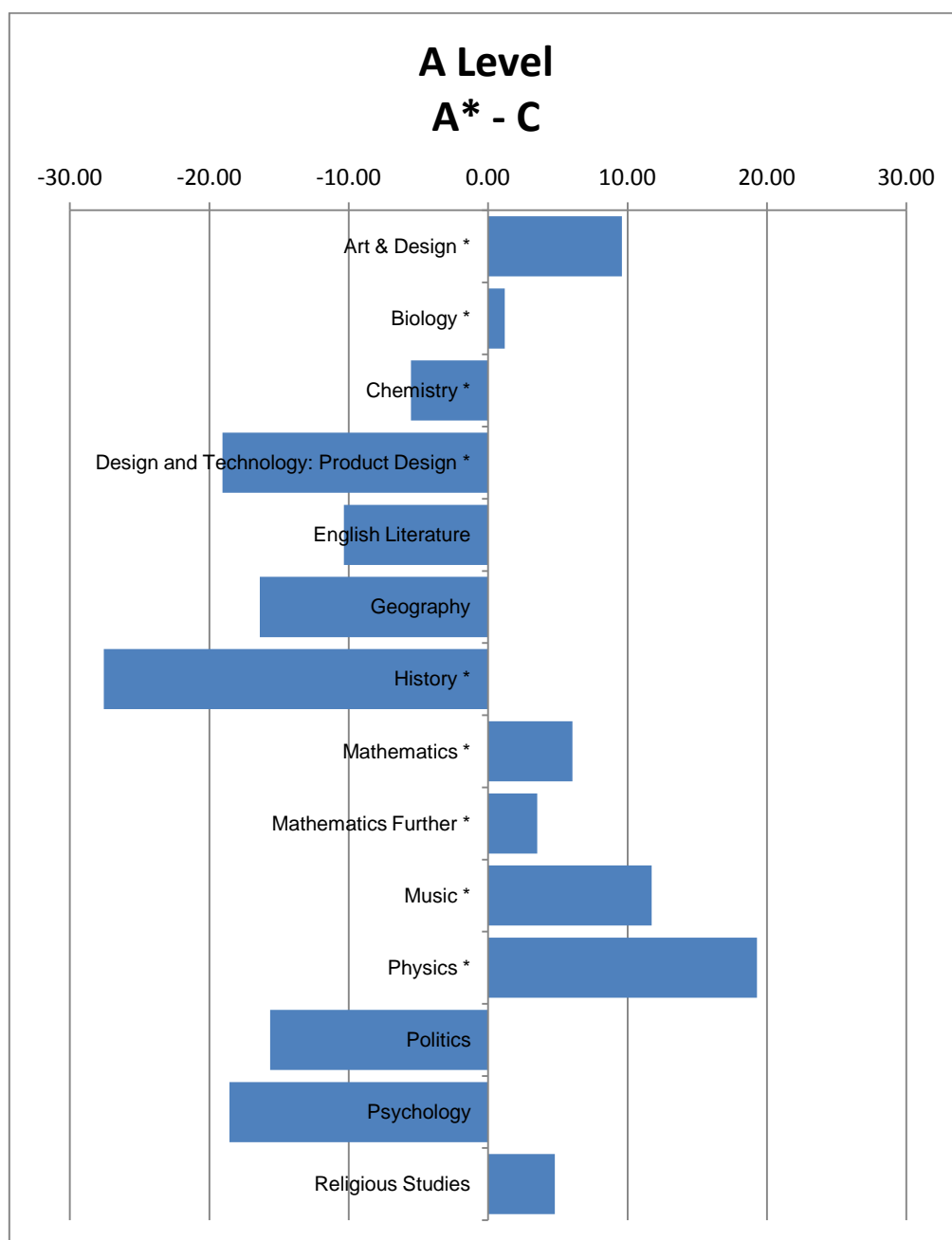
Based on data held by the school and verified with ETI, the table below shows the percentage of year 14 pupils in this school achieving three or more GCE A levels at grades A* to C, and two or more GCE A levels at grades A* to E.

GCE A Level or equivalent	2012	2013	2014
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	65.91	81.25	88
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	38.6	50	64
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	97.7	93.75	100

Attainment of pupils in individual subjects at GCE A level at grades A* to C from 2011-12 to 2013-14

Based on data held by the school and verified with ETI, the average over three years of the percentage of pupils achieving at GCE level at grades A* to C in individual subjects in this school is compared with the three-year NI average for pupils in non-selective schools.

The comparison is shown below as the difference between these two values; 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

Other examination results: post-16

Based on data held by the school and verified with ETI, the tables below show the percentage of year 14 pupils in Drumragh Integrated College achieving grades A* to C and A* to E in vocational/applied courses equivalent to GCE A level. No average is available from the examining board(s) for the subjects in these tables to facilitate comparison.

GCE Subject	2012		2013		2014		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
ICT	83.3	100	93.75	100	80	100	37
Business Studies	100	100	66.6	100	100	100	9
Health and Social Care	91.67	100	83.3	100	100	100	31

Other courses taken in at least two of the last three years.

Level 3	2012	2013	2014	Total entry over 3 years
	% pass	% pass	% pass	
OCR National Diploma in Sport	100	no entries	100	17

Staying on rate

Based on data held by the school and verified with ETI, the table below shows the percentage of the pupils who stay on at this 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 DE for the most recent year for which data is available.

	NI Average	School
% Yr 12 staying on to Yr 13	52.8	62.9
% Yr 13 staying on to Yr 14	77.6	76.1

Leavers' destinations

Based on data held and verified by the school with ETI, the table below shows the percentage of all of the pupils from this 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 3+ (No.)
Total Number of Leavers	87	13498			
Employment	6.9%	8.6%			
Further Education	58.6%	43.7%	0	49	3
Higher Education	19.5%	22.0%			17
Training	13.8%	18.4%			
Unemployed	0.0%	3.9%			
Unknown	1.1%	3.4%			

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