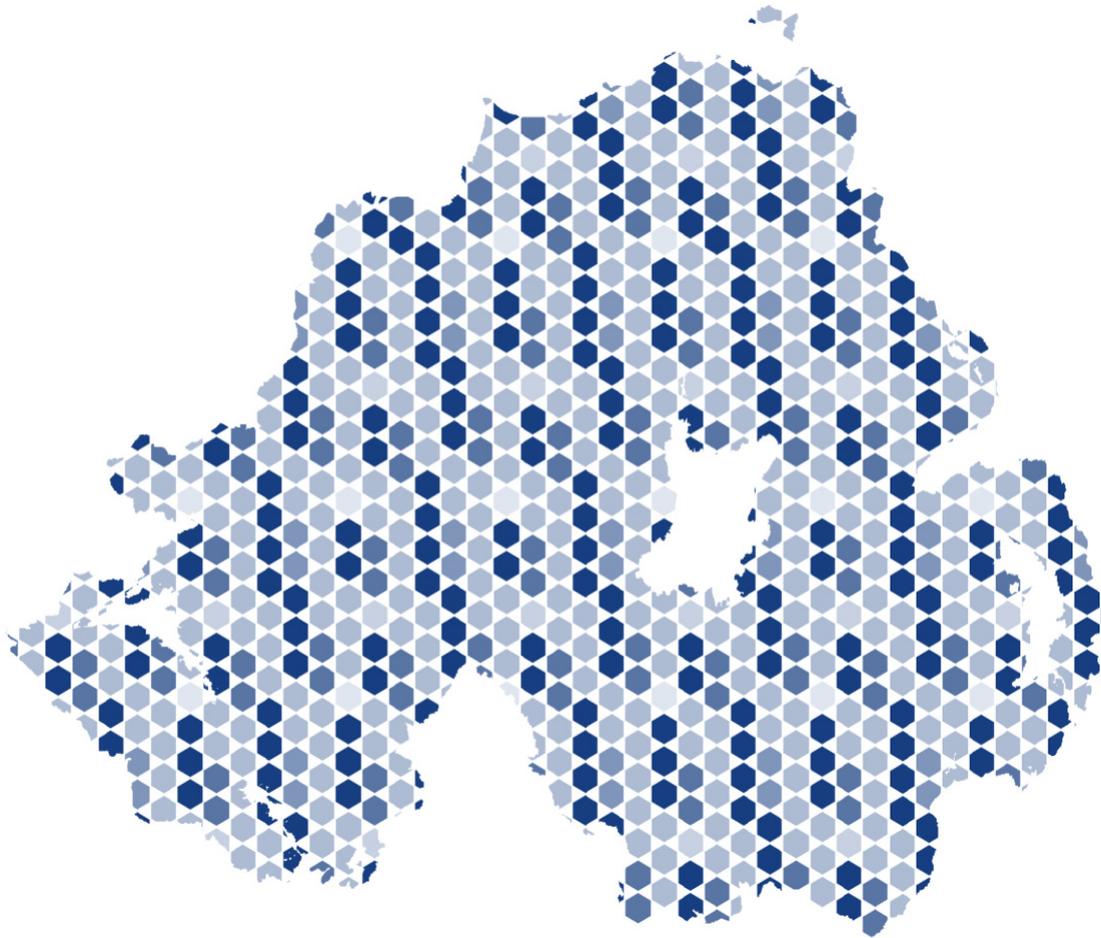


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Blackwater Integrated College,
Downpatrick

Grant Maintained Integrated 11-16 school

Report of an Inspection
in November 2011



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



CSE



CONTENTS

Section	Page
1. INTRODUCTION	1
2. OVERALL FINDINGS OF THE INSPECTION	1
3. ACHIEVEMENTS AND STANDARDS	2
4. PROVISION FOR LEARNING	3
5. LEADERSHIP AND MANAGEMENT	4
6. CONCLUSION	5
APPENDICES	
APPENDICES 1 and 2	Statistical Information
APPENDIX 3	Summary of Main Findings from the areas under focus: English, Mathematics and Science
APPENDIX 4	Scope and Method of Inspection

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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

GLOSSARY OF TERMS AND ABBREVIATIONS USED IN THE REPORT

The term '*similar schools*' refers to schools in the same free school meal category as defined by DE, whether they are selective or non-selective.

CEIAG	Careers Education Information Advice and Guidance
DE	Department of Education
ETI	Education and Training Inspectorate
EF	Entitlement Framework
FSM	Free School Meals
GCSE	General Certificate of Secondary Education
HOD	Head of Department
ICT	Information and Communication Technology
IEP	Individual Education Plan
KS	Key stage
LSC	Learning Support Centre
NI	Northern Ireland
SDP	School Development Plan
SEELB	South-Eastern Education and Library Board
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
STEM	Science Technology Engineering and Mathematics

1. CONTEXT

1.1 Blackwater Integrated College opened in September 2008. The majority of pupils came from Down Academy Controlled Integrated High School and the independent Rowallane Integrated College. The current year 11 pupils will be the first cohort to go through Blackwater Integrated College for all of their post-primary education. Over the past four years, the enrolment has fluctuated slightly and the percentage of pupils on the SEN register has increased by almost half; with over half of the pupils with statements attending the Learning Support Centre. While the overall school attendance has improved, the attendance of the pupils in years 10 and 11 is below the NI average. The school was included in an ETI area-based inspection in March 2010¹.

Blackwater Integrated College	2008	2009	2010	2011
Enrolment	324	342	334	310
FSM (Band 1) Percentage	19.75	19.88	15.56	17.4
% (No) of pupils on SEN register	36 (117)	41 (139)	46 (154)	52 (160)
<i>No. of pupils with statements</i>	72	76	74	69
<i>No. of newcomers</i>	*	*	*	*
Intake				
% of Y8 pupils with L5 English	6.67	6.45	8.00	*
% of Y8 pupils with L5 mathematics	10.00	6.45	10.00	8.06
% of Y8 pupils with L4 English	51.67	43.55	48.00	35.48
% of Y8 pupils with L4 mathematics	45.00	46.77	40.00	37.10

Source: Data held by the school. * fewer than 5

2. OVERALL FINDINGS OF THE INSPECTION

2.1 In most of the areas inspected, the quality of education provided by this school is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in standards, governance, leadership and management including financial planning, and in self-evaluation for improvement, which need to be addressed urgently if the organisation is to meet effectively the needs of all of the learners.

2.2 It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and the increasing budget deficit in order to address the current and future needs of the pupils and the staff.

¹<http://www.etini.gov.uk/index/surveys-evaluations/surveys-evaluations-post-primary/surveys-evaluations-post-primary-2010/an-evaluation-of-the-support-for-self-evaluation-leading-to-improvement-within-a-range-of-educational-settings-in-the-downpatrick-area.pdf>

3. ACHIEVEMENTS AND STANDARDS

3.1 The standards achieved by the pupils are inadequate ².

KEY FINDINGS

There is a positive climate for learning across the school. All of the pupils, a significant minority of whom have complex learning, social and emotional needs, are developing effective personal and social behaviours. The pupils work well independently and in groups; they manage their own work and respond well when the teachers set realistically high expectations and monitor the pupils' work effectively.

The KS4 results for the past three years are for those pupils whose post-primary education has not exclusively been at Blackwater Integrated College. In addition, the levels of prior attainment of the pupils on entry to the school have decreased over the past four years.

Comparisons based on FSM percentage	2009	2010	2011
Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	97.14	97.5	100
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	31.4	42.5	52.5
Comparison with the NI average for similar schools in the same FSM category	Well below average	Well below average	Well below average
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	20	25	27.9
Comparison with the NI average for similar schools in the same FSM category	Well below average	Well below average	Well below average
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	74.29	90	91.8

Source: Data on Year 12 (KS4) performance as held by the school, with DE benchmarks.

The percentage of pupils obtaining grades A* to C in five or more subjects and those obtaining A* to C in five or more subjects, including English and mathematics, have increased significantly over the past three years, but remain well below the NI average for similar schools.

The targets based on the school's own internal and external data indicate a significant underachievement in the percentage of pupils achieving five or more GCSEs including English and mathematics.

All of the year 12 pupils are entered for an appropriate range of GCSE or non-GCSE examinations to support their progress to further education, training or employment. While almost all of these pupils are entered for five or more GCSE subjects, there is significant variation in the standards achieved across the subjects. The results in most subjects at grades A* to C and, in a significant minority of subjects at grades A* to E, are five or more percentage points below the NI average for non-selective schools.

The pupils entered for vocational and applied subjects at KS4 attain good results.

The pupils in the LSC make good progress in literacy and numeracy. The pupils in the SEN mainstream classes make steady progress and achieve a suitable range of GCSE and Essential Skills qualifications.

² For detailed results in public examinations, including in vocational subjects, see Appendices 1 and 2

4. PROVISION FOR LEARNING

4.1 The quality of the provision for learning is satisfactory.

KEY FINDINGS

The quality of the provision in science is good; the quality of the provision in English and mathematics is satisfactory³.

The quality of the lessons observed ranged from satisfactory to outstanding. Almost nine-tenths were good or better; a few were outstanding. In order to improve further the classroom practice, the school needs to focus on identifying and disseminating the best practice in learning and teaching.

The pupils appreciate the opportunities to participate in a wide range of extra-curricular activities. These include sporting, musical and business and enterprise activities, the Duke of Edinburgh's Award Scheme and ICT, as well as programmes which support the pupils' academic progress.

The provision for SEN in the mainstream classes is inadequate.

The pupils in mainstream classes benefit from the good working relationships and additional support which the learning support teachers provide.

Similarly, the classroom assistants observed support the integration and inclusion of the pupils with additional needs who are in the mainstream classes.

Records of classroom assistant support for pupils with statements of educational need had not been properly maintained; the school reports that such records are now accurate. The management and deployment of the classroom support for the pupils in mainstream classes with statements of educational need must ensure that all of the pupils are receiving the full support to which they are entitled.

The targets in the IEPs are not consistently specific or well enough matched to the needs of the individual pupils to guide teaching and learning appropriately; the pupils would benefit from further differentiated activities related to the subject-specific IEPs.

4.2 The quality of the care, guidance and support of pupils is good.

KEY FINDINGS

The emotional and learning needs of the pupils are addressed successfully through a very caring, supportive and inclusive ethos, an effectively implemented positive behaviour strategy and effective contributions from external agencies. As a result, the pupils talk enthusiastically about the welcoming, friendly atmosphere in the school and the approachability of their teachers; they engage actively in their learning. They are aware of what to do if they have any concerns about their safety or well-being.

The college council has been recently re-launched. The pupils report that they would appreciate regular and constructive feedback through the forum of the college council on how their participation in decision-making is influencing the life and work of the school community.

³ For detailed findings of the provision in English, mathematics and science, see Appendix 3.

4.3 The quality of the curricular provision for the pupils at KS3 and KS4 is satisfactory.

The curriculum at KS3 and KS4 is appropriately broad and balanced and meets the needs of most of the pupils.

At KS4, the school delivers a range of applied and general qualifications, through links with the local further education provider and a neighbouring non-selective school, which meets fully the aims of the Entitlement Framework.

The quality of the provision for CEIAG is inadequate.

The timetabled provision for careers information lacks coherence and, as a result, the pupils are not sufficiently informed about subject choices and the associated examination grades required for progression to employment, training and further education. The CEIAG policy is incomplete, and there is no careers resource centre with ICT access and appropriate software.

The SLT recognises that much remains to be done to ensure that pupils are sufficiently well-informed to be able to select the most appropriate career pathway. It will be important that the recently appointed co-ordinator receives appropriate training, and that there are secure links between CEIAG planning and curriculum planning to ensure that the educational needs and career aspirations of the pupils are being met.

4.4 The quality of provision in the LSC is good.

The LSC provides a well-organised, structured environment, and there are suitable arrangements in place to ensure that the pupils, who are placed there by the SEELB, have planned opportunities to integrate and participate in all aspects of school life. The LSC pupils' pastoral and educational needs are met by teachers and classroom assistants who are enthusiastic, confident and supportive. The teaching is good, with all of the pupils demonstrating improvement in learning.

5. LEADERSHIP AND MANAGEMENT

5.1 The quality of leadership and management is inadequate.

KEY FINDINGS

At the time of the inspection visit to the school during the area-based inspection in 2010 a number of challenges were apparent in the school's approach to self-evaluation. Since then the school, under the leadership of the Principal, has made progress in developing a strategic approach to self-evaluation and the standards attained by the pupils in public examinations have improved from a low base, while remaining well below the NI average for similar schools.

The school's development plan, which meets the requirements of the School Development Plan Regulations NI, identifies a range of appropriate priorities. However, the quality and effectiveness of the planning for improvement at all levels is still inconsistent. Much remains to be done, through setting more specific and measurable targets in action plans, to ensure that the outcomes from self-evaluation are leading to sustained improvement in the quality of learning and teaching and are raising the standards of achievement for all of the pupils.

The Principal and the SLT recognise the need to continue to build leadership capacity among the subject leaders and coordinators at all levels, and to evaluate the pace and the effectiveness of the school's improvement planning in order to continue to raise standards, particularly in public examinations.

Leaders at all levels, including in SEN, are not making effective use of the C2k information management system to collate, analyse and evaluate important information about the school's provision in order to address the undue variation in the standards attained by the pupils at both KS4 and KS3.

The school has identified the need to establish stronger systematic internal links between the pastoral care coordinator and the coordinators for the curriculum, for literacy, numeracy, ICT, SEN and CEIAG. The inspection endorses this as a key area to take forward.

The school's arrangements for safeguarding young people are unsatisfactory and do not adequately reflect the guidance issued by DE.

In particular, the school needs to:

- have in place procedures which implement fully the guidance outlined in the relevant DE circulars; and
- ensure that all staff, including classroom assistants and teachers, both temporary and permanent, are vetted.

ETI will carry out a monitoring visit within six working weeks to ensure that the safeguarding issues identified above have been addressed, and will report accordingly.

The school has a considerable deficit, resulting from its formation, which impacts significantly on the financial planning to deliver the curriculum, to support the pupils who have additional learning needs and to improve the unsuitable aspects of the accommodation. In addition, the current three year financial plan and the SDP need to be adjusted to take account of the recent increase in the funding deficit and the impact this will have on educational and pastoral provision.

The governors are not sufficiently well informed about the school's position to enable them to perform a challenge function which reflects appropriately their role and responsibility as the employing authority.

6. CONCLUSION

In almost all of the areas inspected, the quality of education provided by this organisation is inadequate; the areas for improvement outweigh the strengths in the provision. The inspection has identified significant areas for improvement in standards, governance, leadership and management, and in self-evaluation for improvement, which need to be addressed urgently if the organisation is to meet effectively the needs of all of the learners.

6.1 It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and the budget deficit in order to address the current and future needs of the pupils and the staff.

6.2 The inspection has identified areas for improvement which are to:

- implement arrangements for safeguarding young people which reflect fully the guidance issued by DE.
- raise standards, particularly in public examinations;
- develop further the action planning process, including the more effective use of the C2k information management system and data analysis, to focus more sharply on the pupils' learning and attainment;
- implement a more coherent programme for CEIAG, and provide better access to resources, including ICT, for the pupils; and
- develop the knowledge and the engagement of the governors to carry out their challenge function as the employing authority.

6.3 The ETI will monitor and report on the organisation's progress in addressing the areas for improvement, over a 12-18 month period, except for the arrangements for safeguarding which will be followed up within six working weeks of the oral report to the school.

STATISTICAL INFORMATION

- 1.1 i. School: Blackwater Integrated College v. Date of Inspection: W/C 07/11/11
 ii. School Reference Number: 426-0309 vi. Area of Study: Standard Inspection
 iii. Age Range: 11-16
 iv. Status: Grant Maintained Integrated

1.2 Intake/Enrolment

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 8 Intake	0	60	62	50	
Total enrolment	0	324	342	334	

1.3 Attendance

Year 2010/11	8	9	10	11	12	Average 2010/11	NI Average 2009/10
% Attendance	94.8	91.4	90.2	87.1	92.8	92	90

- 1.4 i. Total Number of Teachers: 23.45 iii. Contact ratio (percentage of timetabled time in direct class contact): 1.4829
- ii. PTR (Pupil/Teacher Ratio): 13.2623

Year 2011/12	8	9	10	11	12	TOTAL
Enrolment: Boys	36	24	30	33	46	169
Enrolment: Girls	26	22	32	32	29	141
Enrolment: Total	62	46	62	65	75	310
PTR	18.141	9.851	10.881	12.895	16.416	

1.5 Leavers' Destinations

2009/10	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	60		0	
Another School	12%	14.8%	N/A	N/A
Employment	0%	5.2%	N/A	N/A
Full-time Further Education	38%	87%	47.5%	N/A
Full-time Higher Education	N/A	N/A	N/A	N/A
Full-time Training	0%	25.1%	N/A	N/A
Seeking Employment/Unemployed	3%	3%	0%	3.6%
Unknown/Long Term Sick/Pregnant	2%	2%	2%	3.8%

APPENDIX 2

GCSE EXAMINATION RESULTS

HEADLINE STANDARDS FOR NON-SELECTIVE SCHOOLS

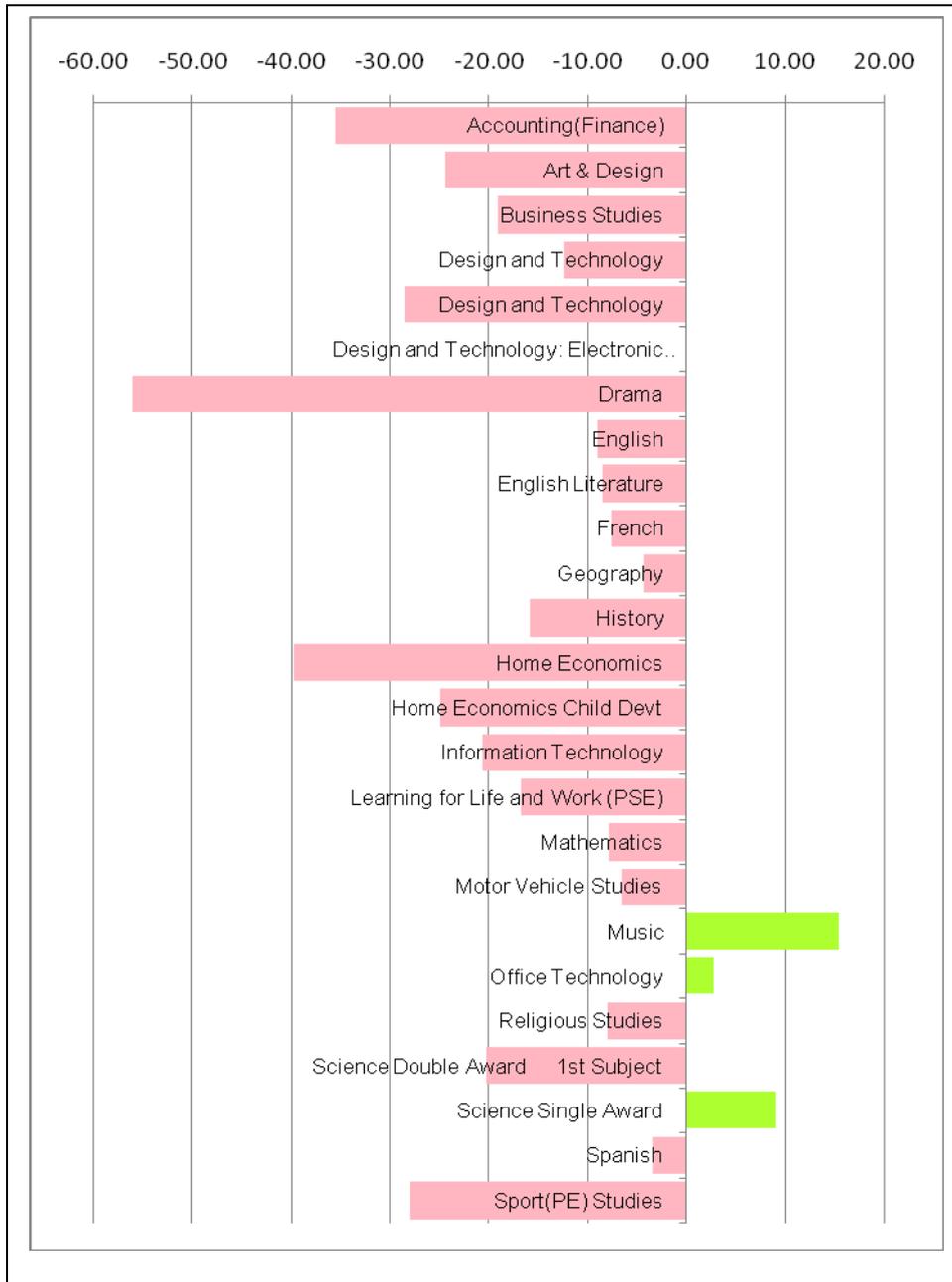
NB: For **non-selective schools**, the NI average for pupils achieving five or more GCSEs or equivalent at grades A* to C in 2010 including English and Mathematics is 34.9%. The corresponding NI average for pupils achieving five or more GCSEs or equivalent at grades A* to C is 59%.

Data on Year 12 (Key Stage 4) performance for all non-selective schools (not based on FSM category)

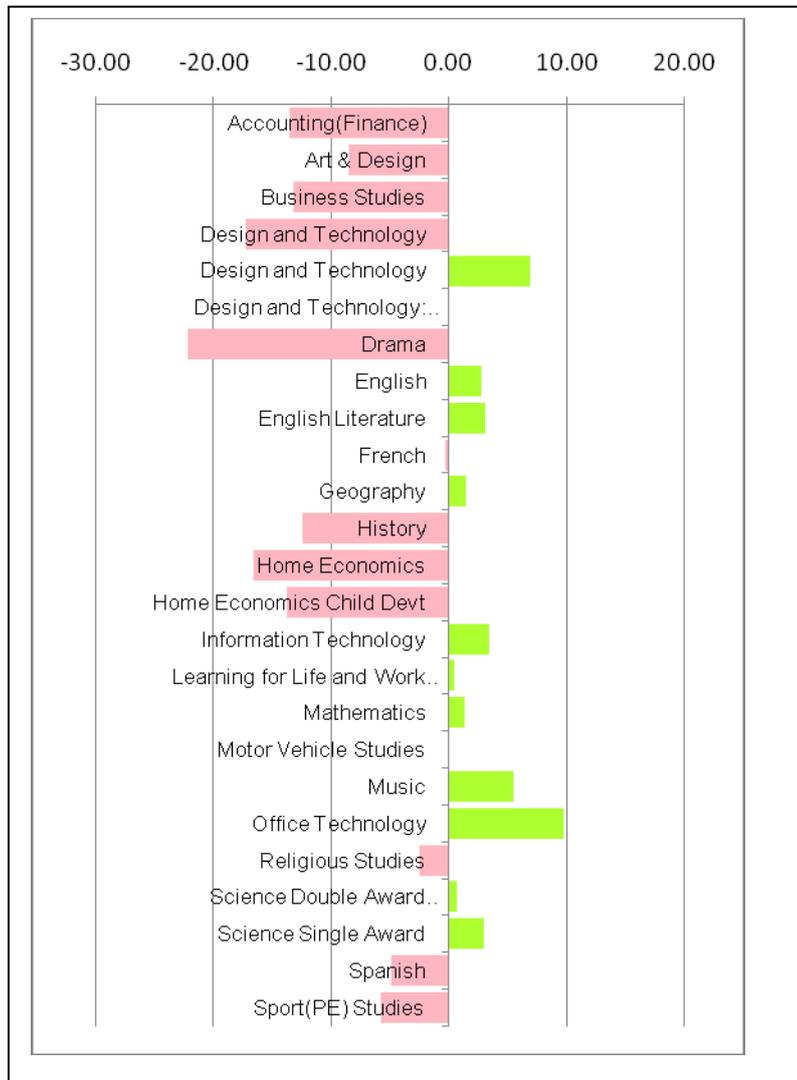
Comparisons based on FSM percentage	2009	2010	2011
Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	97.14	97.5	100
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	31.4	42.5	52.5
Comparison with the NI average for similar schools in the same FSM category	Well below average	Well below average	Well below average
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	20	25	27.9
Comparison with the NI average for similar schools in the same FSM category	Well below average	Well below average	Well below average
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	74.29	90	91.8

Source: Data as held by Department of Education (NI) and as agreed with the school.

Comparison of the school's 3 year average for GCSE A*-C with the NI average



Comparison of the school's 3 year average for GCSE A*-E with the NI average



OTHER RESULTS

Vocational Subjects (including SEN)

	Number of Entries	Achievement	
BTEC Engineering Extended Certificate	8	A*A* - CC	100%
BTEC Construction First Certificate	8	A* - C	100%
Occupational Studies Construction	8	Level 1	100%
Occupational Studies Double Award	15	Level 1 Level 2	53.30% 46.70%
Occupational Studies Single Award	8	Level 1	100%
City and Guilds Computer Aided Design	8	Pass	100%

SUMMARY OF THE MAIN FINDINGS FROM THE AREAS UNDER FOCUS

The provision in English is satisfactory.

The main strengths are:

- the pupils, who are enabled to learn and to develop their language through effective classroom management;
- the quality of the teaching observed, most of which was good or better;
- the departmental self-evaluation, which has identified appropriate areas for improvement; and
- the setting of a suitable exam entry policy with a small number of pupils taking an Essential Skills qualification in Communication and a significant increase in the numbers taking GCSE English Literature.

The main areas for improvement are to:

- improve consistency in the quality of teaching and learning by developing a wider range of approaches;
- improve the use of data from the individual monitoring of progress to inform both interventions and differentiation, so as to better meet the needs of all of the pupils; and
- continue to raise the standards achieved in English at grades A*-C.

The provision in mathematics is satisfactory

The main strengths are:

- the good working relationships between the pupils and the teachers;
- the good levels of individual support provided for the pupils in the lessons observed;
- the good or better quality of teaching in a majority of the lessons observed;
- the range of activities being used to engage the pupils in mathematics; and
- the commitment and enthusiasm of the HoD.

The area for improvement is to:

- improve the attainment and standards achieved in mathematics.

The provision for science is good

The main strengths are:

- the quality of the learning environment which has been enhanced effectively through the display of the pupils' work;
- the very good, and inclusive, relationships between pupils and teachers in all of the lessons observed;
- the quality of the teaching observed during the inspection which was always satisfactory and in most of the lessons good or better;
- the hard-working teachers; and
- the effective leadership and management provided by the head of department.

The main areas for improvement are to:

- improve standards achieved by the pupils in the single award science course at grades A*-C and consolidate the recent improvements in the double award course; and
- plan more effectively to meet the specific learning needs of the pupils and to deploy the teaching assistants more effectively.

SCOPE AND METHOD OF THE INSPECTION

The standard inspection of Blackwater Integrated College focused on achievements and standards, learning and teaching, curriculum provision and on leadership and management across the school as a whole. The key questions and quality indicators which guide inspection and self-evaluation in these three aspects of post-primary schools, which were applied to this inspection, are available in the Inspectorate's 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 scrutinised documentation and the pupils' written work and held formal and informal discussions with pupils, teachers and staff with specific responsibilities. Specialist inspectors paid particular attention to English, mathematics and science, providing detailed oral feedback to the teachers in these areas. Detailed findings are reported in Appendix 3.

The inspection also focused on the provision for pastoral care and the arrangements for child protection; the provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life, on CEIAG and on progress towards the Entitlement Framework.

Shortly after the standard inspection in November 2011, further information became available to DE which had a material bearing on the evaluation findings of the inspection and which is reflected in the outcomes reported here.

The arrangements for the inspection included:

- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire to the inspection;
- meetings with representatives from the governors; and
- meetings with groups of pupils from years 8, 10 and 12.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	112	48	43	25
Teachers	25	25	100	*
Support Staff	26	26	100	*

*Source: returns from questionnaires to DE * fewer than 5*

The responses to the parental questionnaires were highly affirmative, indicating the strong support for almost all aspects of the work and life of the school. In particular, the parents highlighted the approachable and committed staff, and the supportive and caring ethos within the school. A small number of the responses raised concerns about the need for further support for those pupils experiencing difficulty with aspects of their learning.

Almost all of the staff responded positively to questions about aspects of the work and life of the school. A minority of the responses indicated concerns about the present site and facilities, and the arrangements for the pupils to participate in decision-making.

The ETI reported to the Principal and representatives of the governors the issues emerging from the questionnaires and, where appropriate, these have been commented on within the report.

© CROWN COPYRIGHT 2012

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

