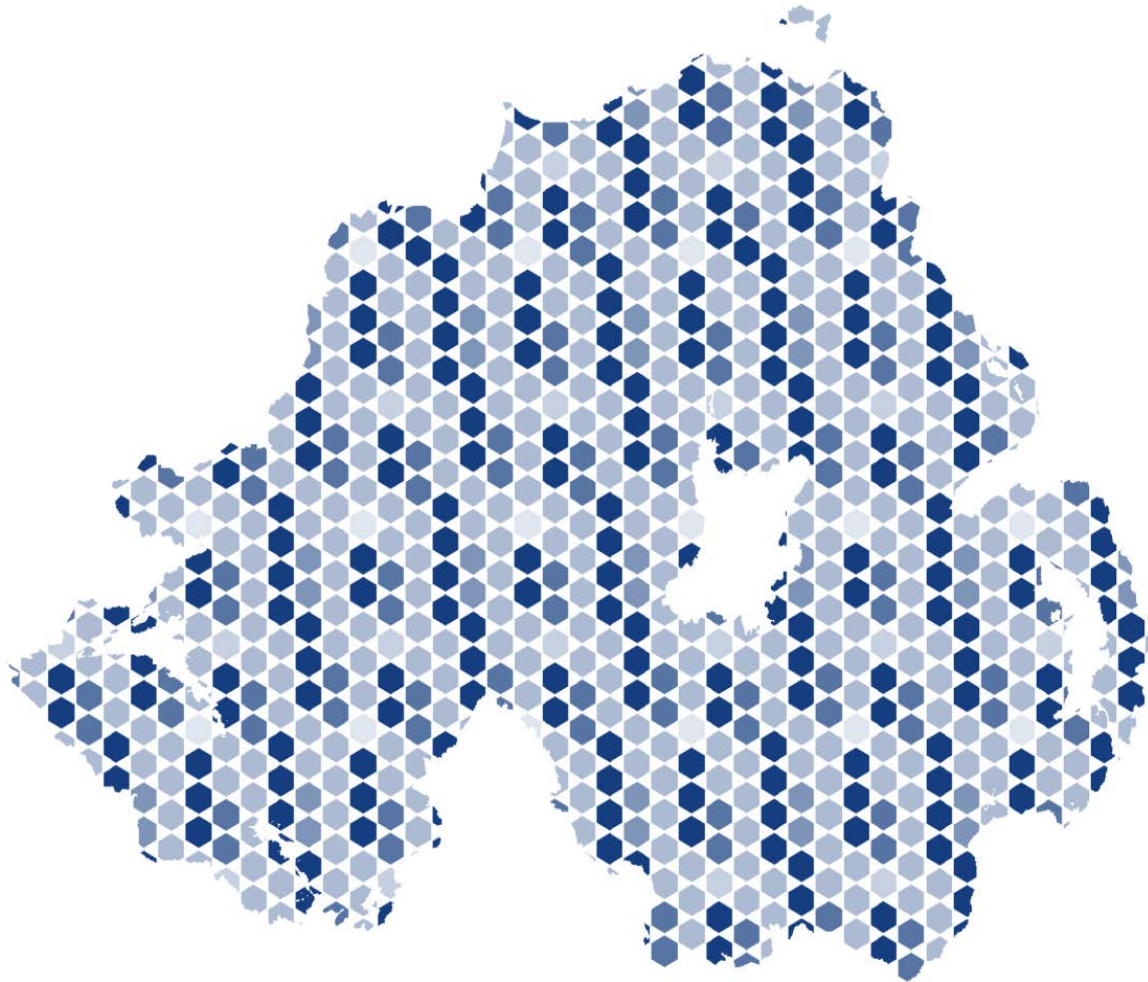


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Breda Academy, Belfast

Controlled, co-educational 11-18 school

Report of a Baseline Monitoring
Inspection (Involving Action Short
of Strike) in May 2017



The Education and Training Inspectorate
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Baseline Monitoring Inspection of Breda Academy, Belfast (421-0316)

Introduction

The aim of the Baseline Monitoring Inspection is to evaluate the extent to which the leadership and management has set up effective self-evaluation processes to inform the development planning process to bring about improvement. The outcome of the inspection will inform future inspection activity.

Breda Academy opened in September 2015 as the result of a joint development proposal to cease provision at Knockbreda High School and Newtownbreda High School in conjunction with the creation of a new school.

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 most of the teachers would not be co-operating with the inspectors. 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.

Focus of the inspection

During this inspection, lines of enquiry were selected from the priorities identified in the school development plan and the school was asked to demonstrate the actions taken which have led to improvement for the pupils. The two key areas of enquiry focused on the school's actions to:

- develop a curriculum which meets the needs, and supports the achievement and progression, of the pupils; and
- create a culture and ethos which promotes effectively the care and welfare of the school community.

Where it has been possible to evaluate aspects of the areas of enquiry, they are reported on below.

Key findings

- The school has broadened appropriately the curricular offer at key stage 4 for the pupils, including access to a range of vocational subjects. More needs to be done to enhance the flexibility of the curriculum, and to review the number of qualifications taken by the pupils. At post-16, the curriculum is narrow and collaboration with other providers is underdeveloped. There is insufficient provision for careers education, information, advice and guidance; consequently, the pupils are not well enough informed about the pathways and the associated career and progression opportunities available to them.
- The school is at an early stage in fostering a culture of mutual respect and positive behaviour. Currently, the school's pastoral care structures do not support sufficiently the achievement and progression of the pupils. The pupils have limited awareness of how to take responsibility for their work and behaviour.

- Due to the creation of the new school, public examination data is only available for the first cohort of pupils. Going forward, the school recognises the need to raise the outcomes attained by the pupils. Good work has been undertaken to monitor closely the targets set for pupil attainment at a whole-school and departmental level, in conjunction with the creation and development of a range of intervention strategies for pupils at risk of underachieving.
- The school reports that the ongoing industrial action short of strike by teachers is impacting adversely on the capacity of the school to effect the required development and improvement work.

Safeguarding

The school did not provide evidence that satisfactory arrangements are in place for safeguarding pupils. Owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school. However, based on the evidence at the time of the inspection, the following areas require urgent improvement:

- the policy and practice for the promotion of positive behaviour; and
- the effectiveness of the personal development and preventative education curriculum, particularly at key stage 3.

In discussions with the inspectors, a significant minority of the pupils reported that they do not always feel safe and secure in the school. Furthermore, while they are aware of what to do if they have any concerns about their safety or welfare, they reported that they are not always confident to raise issues or that, when they raise a concern, appropriate action will be taken by staff.

CONCLUSION

Owing to the impact of the action short of strike being taken by most of the teachers the ETI is unable to assure parents/carers, and the wider school community and stakeholders of the quality of the education being provided for the pupils. This will be reflected in future inspection arrangements.

The ETI will return to the school within six working weeks to monitor progress in addressing the issues identified¹.

¹ The Department of Education will seek assurance from the Education Authority (and/or employing authority) that they are working with the school in relation to the inspection report.

ADDENDUM TO THE REPORT ON THE INSPECTION OF BRED ACADEMY, BELFAST, MAY 2017

The ETI returned to the school on 13 September 2017 to monitor and report on arrangements for safeguarding. Prior to the visit the school informed the ETI that, owing to action short of strike, most of the teachers would not be co-operating with the inspectors.

In the interim, the school has received effective support from the Education Authority, including its Child Protection Support Service, Behaviour Support Team and School Development Service. As a result: the role of the form tutor has been strengthened appropriately to support the pupils' pastoral and academic needs; a working group has made a good start to the review of policies and strategies for the promotion of positive behaviour; staff have engaged in consultation and relevant training and development in behaviour management; and improved arrangements for supervision at lunchtime have been established.

During the follow-up visit, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance from the Department of Education. The areas for improvement include: to plan more coherently for the personal development and preventative curriculum; and to establish more systematic processes for monitoring the outworking of the recently reviewed policies and strategies for the promotion of positive behaviour.

However, 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 pupils, they spoke positively about some of the changes the school has made. Most pupils reported that they feel safe and are aware of what to do if they have any concerns about their safety or welfare. The pupils raised a concern about the level of supervision in the corridors and access to appropriate study facilities at post-16.

The ETI will continue to monitor the school's progress in addressing the areas for improvement.

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