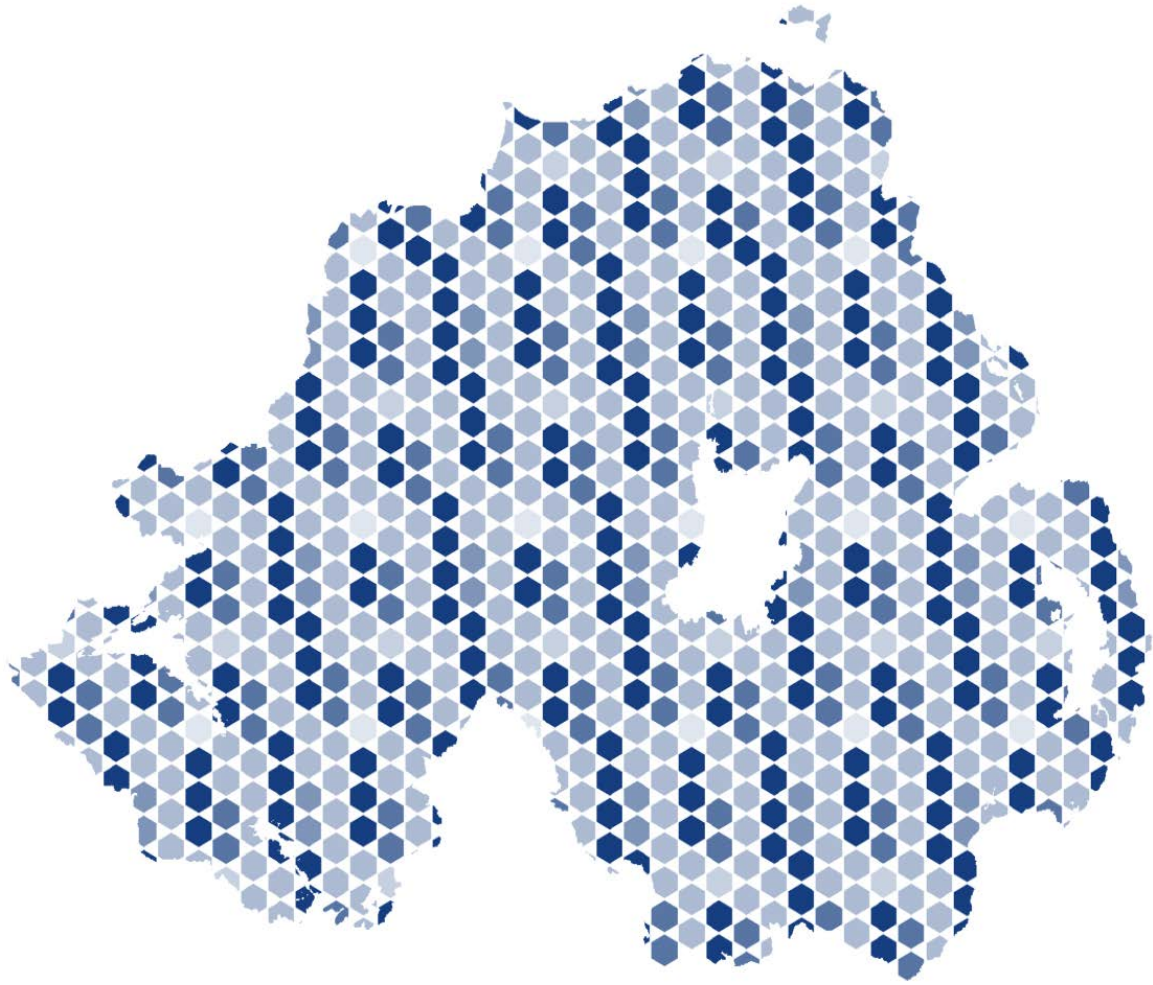


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

## Integrated College Dungannon, County Tyrone

Integrated, non-selective, co-educational 11-18 school

Report of an Inspection (Involving  
Action Short of Strike) in  
March 2018



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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## INTRODUCTION

### 1. Context

Integrated College Dungannon draws its pupils from a wide catchment area across County Tyrone and County Armagh. Over the past three years, the enrolment has risen and now stands at 587 pupils: in September 2018, the school will increase its year 8 intake from 90 to 110. Over the same period, the proportion of pupils entitled to free school meals and the percentage of pupils who require additional support with aspects of their learning have remained steady.

The school is an active member of, and contributor to, the work of the Dungannon Learning Partnership. As a result, the pupils can access a range of key stage 4 (KS4) and post-16 courses in the other schools and there are joint approaches to aspects of professional learning for staff. The school has a Shared Education partnership with a local maintained and a local controlled 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 only the principal and vice-principal would 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.

Integrated College Dungannon	2014-15	2015-16	2016-17	2017-18
Year 8 Intake	87	93	100	119
Enrolment	543	539	577	587
% Attendance (NI Average)	92.5% (92%)	92.8% (93.5%)	92.8% (N/A)	N/A (N/A)
FSME Percentage <sup>1</sup>	34.4%	36.7%	36.9%	34.8%
% and (Number) of pupils on SEN register	30.4% (165)	31.9% (172)	34.3% (198)	34.6% (203)
No. of pupils with statements of educational need in the mainstream school	34	33	39	51
No. of pupils with statements of educational need in the Learning Support Centre (if appropriate)	N/A	N/A	N/A	N/A
No. of newcomers	54	63	95	97

**Source:** data as held by the school.  
N/A not available

### 2. Views of parents and staff

A very small number of parents (7) and staff (7) responded to the online questionnaires; the majority of the responses were positive about the life and work of the school. The matters raised within the written comments were discussed with the principal and representatives of the governors.

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

### 3. Focus of the inspection

In order to promote improvement in the interests of all pupils, the purpose of a post-primary inspection is 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
- 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.

As a result of the industrial action by the teachers, 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 the provision in English, mathematics and history; and
- the quality of the provision for the care, welfare and support of the pupils.

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

### 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

## KEY FINDINGS

### 5. Outcomes for learners

- For two out of the past three years, the outcomes for pupils attaining five or more GCSEs or equivalent at grades A\*-C have been broadly in line with the corresponding Northern Ireland (NI) average. Last year, however, they were well below the corresponding average.
- Over the past three years, the proportion of pupils attaining five or more GCSEs or equivalent at grades A\*-C, including English and mathematics, has been broadly in line with the corresponding NI average. There has, however, been a decrease in attainment at this level since 2015. The pupils entitled to free school meals are performing below their peers at this level.

- Over the past three years, at GCSE or equivalent, most subjects have performed in line with, or above, the corresponding NI average, with around one-quarter performing below.
- The outcomes achieved by the pupils at GCE A level or equivalent are an important area for improvement. The percentage of pupils entered for three or more GCE A levels or equivalent has fluctuated by around 20% over the last three years. Over the same period, the percentage of pupils attaining three or more GCE A levels or equivalent at grades A\*-C has been well below the corresponding NI average. .
- At the end of KS 4, the staying on rate from year 12 to 13 is just above the NI average at 54%. The number of pupils progressing from year 13 into year 14 is well below the NI average. In the light of this, the school needs to consider the appropriateness of the outcomes attained by the pupils and the progression routes available as a result.

The ETI was unable to evaluate fully:

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

## **6. Quality of provision**

- In discussions with the inspectors, the pupils spoke very positively about the support and advice they receive from the staff and about the quality of the working relationships in school. They spoke with insight and enthusiasm about the various leadership roles they undertake in order to contribute meaningfully to school improvement, the local and global community, and to develop their sense of community responsibility. The pupils articulated the impact of the school's restorative practices on helping them to confidently and peacefully resolve disputes, to empathise and to be comfortable with difference. They expressed their appreciation of the extra-curricular sport, music and drama activities they avail of, which support them in developing creativity, self-reliance and wider skills and dispositions.
- Consideration has been given to providing a physical learning environment which supports the pupils' wellbeing and readiness to learn. There, for example, is a range of bespoke learning spaces availed of by the pupils, in particular by those who require additional support with aspects of their learning.
- At KS 4, the pupils have access to a broad range of general and vocational courses. This includes collaboration with other local schools and growing links with further education to establish progression pathways and to underpin the school's science, technology, engineering and mathematics (STEM) related curriculum. The school needs to continue to monitor closely the effectiveness of the post-16 provision in order to raise further the attainment at GCE A level and equivalent.

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 successful learning;
- 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**

- The school development plan (SDP) is underpinned by wide consultation with pupils, parents, staff and governors. It is further informed by the effective analysis of a range of first-hand evidence: this includes observations of teaching and learning, along with information relating to the pupils' pastoral profiles, their academic progression and their wider achievements. The SDP guides well the work of the school and identifies appropriate areas for further development, including the improvement of pupil outcomes at GCE level or equivalent.
- Based on the evidence available at the time of the inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors bring a broad range of skills and expertise and are highly committed to, and supportive of, the school. They are developing further their challenge function, for example through the recently-established self-evaluation sub-committee.

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. 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 inspectors, pupils reported that they feel safe in school, and are aware of what to do if they have any concerns about their safety or welfare.

## **CONCLUSION**

### **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 children. This will be reflected in future inspection activity.

**Health and Safety/Accommodation**

There is no security system in relation to access to the main building and outlying accommodation. The school needs to conduct a risk assessment in relation to this and in relation to community use of the school facilities.



## Examination performance and other statistical data

### GCSE and equivalent examination results from 2014-15 to 2016-17

Based on data held by the school in SIMS<sup>2</sup> and verified with the ETI, the table below compares the percentage of year 12 pupils in Integrated College Dungannon achieving five or more GCSE examinations and equivalent at grades A\* to C and the percentage of pupils entitled to free school meals, with the NI average for non-selective schools in the same free school meals band<sup>3</sup>.

<b>GCSE and GCSE equivalent subjects - *following permitted exclusions</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	98.5
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	64.2	73.7	62.7
<i>The NI average for similar schools in the same free school meals category<sup>4</sup></i>	<i>68.0</i>	<i>72.3</i>	<i>N/A</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	45.3	39.5	40.3
<i>The NI average for similar schools in the same free school meals category</i>	<i>42.1</i>	<i>43.5</i>	<i>N/A</i>
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	88.4	97.4	94.0
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)	44.4	13.3	28

Source: Data as held and verified by the school, with DE benchmarks.

### GCE A level and equivalent examination results at grades A\* to C from 2014-15 to 2016-17

Based on data held by the school in SIMS and verified with the ETI, the table below shows the percentage of year 14 pupils in Integrated College Dungannon achieving three or more GCE A levels, or equivalent, at grades A\* to C, compared with the NI average for non-selective schools in the same free school meals band.

<b>GCE A Level or equivalent</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	69	92.3	78.8
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	28.6	33.3	30.3
<i>The NI average for similar schools in the same free school meals category</i>	<i>46.4</i>	<i>46.7</i>	<i>N/A</i>
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	92.3	97.6	97

Source: Data as held and verified by the school, with DE benchmarks.

<sup>2</sup> SIMS: School Information Management System

<sup>3</sup> See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

<sup>4</sup> The benchmarking bands for 2015/16, as set in in Circular 2017/8 'School Development Planning and Target-Setting' are different to those used in preceding years; therefore, trend comparisons with previous years' benchmarking data need to be treated with caution.

**Attainment of pupils in individual subjects at GCSE level or equivalent (over the past three years)**

**Grades A\* to C**

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

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Number of pupils in Year 12 cohort	100	81	72

<b>GCSE Subject</b>	<b>Number of entries over three years</b>	<b>School A* to C%</b>	<b>NI A* to C%</b>
Art & Design	89	75.3	76
Engineering Materials	37	70.3	65
English Language	215	70.7	66
English Literature	49	85.7	85
Geography	44	77.3	63
Health & Social Care	15	40	67
History	60	60	63
Home Economics	29	48.3	70
Home Economics: Child Development	45	57.8	69
Information Technology	108	63.9	73
Mathematics	237	49.8	51
Mathematics Further	20	60	86
Media Studies	24	66.7	65
Motor Vehicle Studies	33	57.6	51
Moving Images	10	90	N/A
Music	12	91.7	80
Portuguese	14	92.9	N/A
Preparation For Work/PSE	183	76	75
Religious Studies	21	71.4	63
Science (Additional)	46	93.5	77
Science (Core)	102	69.9	44
French	*	87.5	77
Polish	*	87.5	N/A
Spanish	*	100	82

\*Indicates fewer than 10 entries over three years

**OTHER EXAMINATION RESULTS (EQUIVALENTS): KEY STAGE 4**

GCSE Subject	2014-15	2015-16	2016-17	Total entry over 3 years
	% A* - C	% A* - C	% A* - C	

Level 2	2014-15	2015-16	2016-17	Total entry over 3 years	School A* - C %
	% A* - C	% A* - C	% A* - C		
Applied Science (BTEC)	N/A	81.8	100	17	88.2
Applied Science (NQF)	95.8	N/A	N/A	34	95.8
Beauty Services (OS)	85.7	100	N/A	21	95.2
Business Studies (OS)	N/A	N/A	84.6	13	84.6
Construction Studies (OS)	100	75	100	30	96.7
D&T Graphic Products (OS)	83.3	84.6	87.5	29	79.3
Engineering (OS)	91.7	84.6	87.5	53	88.7
English (EFL) (NQF)	100	100	100	33	100
Practical Craft (OS)	100	92.9	89.5	42	92.9
Sports Studies (CNAT)	100	100	100	39	100
Performing Arts (BTEC)	90	N/A	N/A	10	90
Performing Arts (NQF)	N/A	100	N/A	6	100
Preparation for Work (NQF)	N/A	100	100	24	100
Science (General/Combined) (NQF)	N/A	100	100	35	100
Personal & Social Education (OS)	25	N/A	N/A	*	25

\* indicates fewer than 5 entries over 3 years

## GCE EXAMINATION RESULTS

### Attainment of pupils in individual subjects at GCE A level or equivalent (over the past three years)

#### Grades A\* to C

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

	2014-15	2015-16	2016-17
Number of pupils in Year 14 cohort	28	42	33

GCE A Level Subject or equivalent	Number of entries over three years	School A* to C %	NI A* to C %
Applied Sciences (BTEC)	6	83.8	N/A
Art & Design	17	82.4	92.1
Biology	12	25	83.4
D&T Product Design	10	10	67.9
Engineering (BTEC Subsidiary)	13	92.3	N/A
English Literature	11	63.6	85.3
Health & Social Care Double Award	33	78.8	81.7
Health & Social Care	16	75	84.6
History	6	33.3	85.8
Information Technology	10	80	79.8
Information Technology (Voc)	15	66.7	86.1
Mathematics	7	71.4	89.3
Moving Images	19	78.9	92.3
Music Theatre (BTEC)	8	100	N/A
Performing Arts (NQF)	7	100	N/A
Psychology	14	28.6	71.3
Science (Voc)	7	71.4	65.6
Sports Studies (NQF)	10	90	N/A
Business Studies (NQF)	*	50	N/A
Chemistry	*	25	86.1
Engineering (BTEC)	*	100	N/A
Engineering (NQF)	*	100	N/A
French	*	100	88.6
Geography	*	66.7	86.5
Multi Media (BTEC)	*	100	N/A
Performing Arts (BTEC)	*	100	N/A
Physics	*	100	84.1
Polish	*	100	N/A
Portuguese	*	100	N/A
Religious Studies	*	0	89.9
Travel and Tourism (BTEC)	*	66.7	N/A
Travel and Tourism (NQF)	*	100	N/A

\* indicates fewer than 5 entries over 3 years

GCE Subject or equivalent	2014-15	2015-16	2016-17	Total entry over 3 years
	% A*- C	% A*- C	% A*- C	

### STAYING ON RATE<sup>5</sup> 2016/17

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

	NI Average	School
% Year 12 staying on to Year 13	48.4	54.3
% Year 13 staying on to Year 14	75.2	56.1

### LEAVERS' DESTINATIONS 2015/16

Based on data held by the school and verified with the ETI, the table below shows the percentage of all of the pupils from Integrated College Dungannon 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 4 (No.)
Total Number of Leavers	107	12996			
Employment	16 (15%)	1511 (11.6%)			
Institute of Further Education	67 (62.2%)	5745 (44.2%)	33	23	11
Institute of Higher Education	12 (11.2%)	3051 (23.5%)			12
Work-based Learning (Training)	7 (6.5%)	1976 (15.2%)			
Unemployed	5 (4.7%)	467 (3.6%)			
Unknown	0 (0%)	246 (1.9%)			

<sup>5</sup> The 'Staying On Rate' is taken to mean the pupils who stay on at the school from year 12 to year 13 or transfer from year 12 to year 13 in another school; and, then from year 13 to year 14.

### **Inspection methodology and evidence base**

The ETI's Inspection and Self-Evaluation Framework publication, which is available at: <http://tinyurl.com/ISEF-Post-Primary>.

The arrangements for this inspection included: meetings the principal, representatives from the governors and groups of pupils; and the opportunity for all parents, teaching and support staff to complete a confidential questionnaire. In addition, the inspection team reviewed documentation provided by the school and pupil performance data.

## 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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

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

### 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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