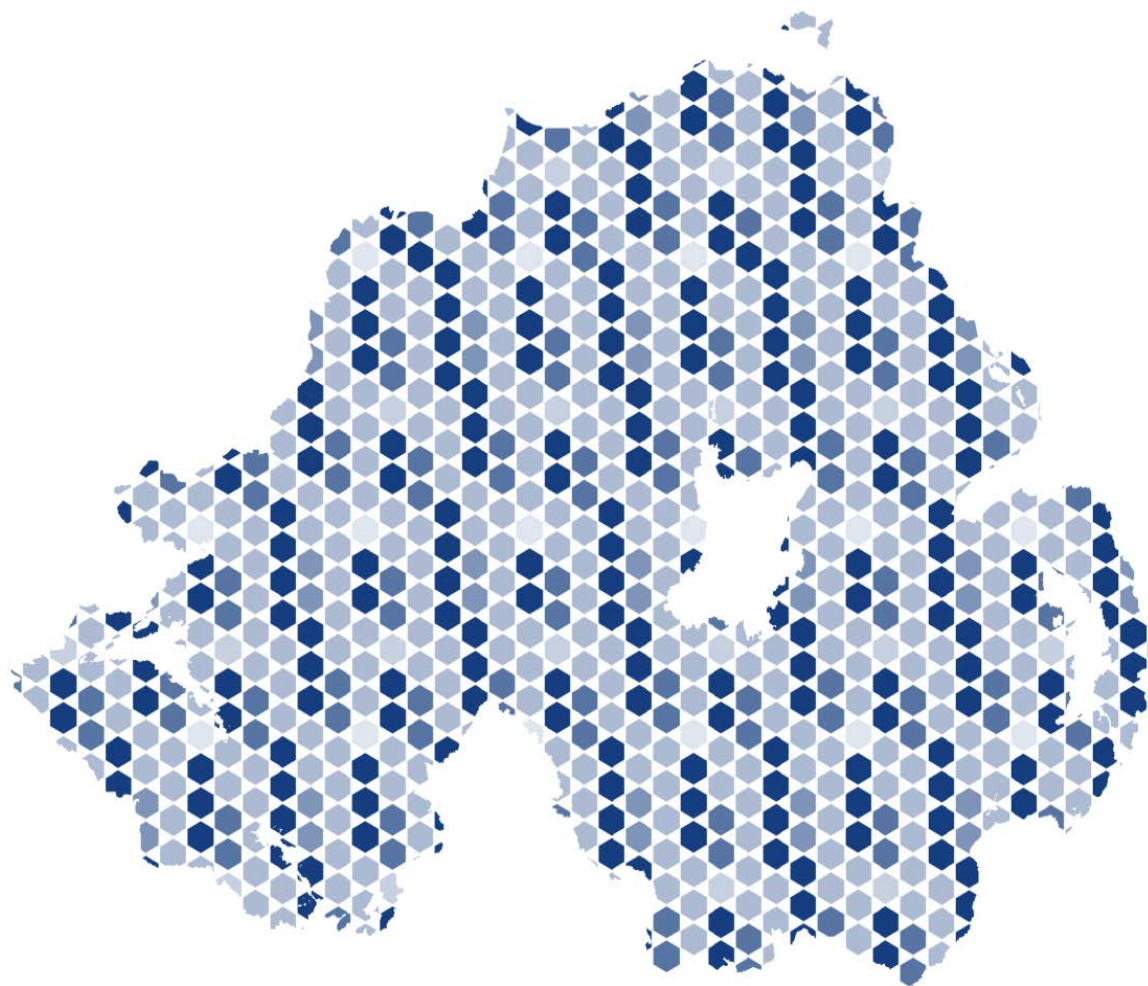


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

New-Bridge Integrated College,
Loughbrickland, County Down

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

Report of an Inspection (Involving
Action Short of Strike) in
November 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



CONTENTS

Section	Page
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	2
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	4
7. Leadership and management	4
8. Safeguarding	5
9. Overall effectiveness	5

Appendices

- A. Health and safety / accommodation
- B. Examination performance and other statistical data
- C. Inspection methodology and evidence base
- D. Reporting terms used by the Education and Training Inspectorate

1. Context

New-Bridge Integrated College attracts pupils from a wide catchment area and is increasingly oversubscribed for entry at year 8. Enrolment has increased slightly over the past four years and just over one-quarter of the pupils are entitled to free school meals.

In 2016, the school received the Excellence in Integration Award from the Northern Ireland Council for Integrated Education. Currently, the school is the laureate of the Evens Prize for Peace Education, having won the prestigious award from the Evens Foundation which recognises the school's celebration of diversity, including how it deals with controversial issues. The school has a well-established shared education partnership with a neighbouring post-primary school. As an active member of the Banbridge Area Learning Community, the school engages with a number of other post-primary schools and the local college for further education.

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 almost all of the teachers would not be co-operating with the inspectors. The ETI have 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.

New-Bridge Integrated College	2014-15	2015-16	2016-17	2017-18
Year 8 Intake	111	107	108	109
Enrolment	584	597	612	615
% Attendance (NI Average)	92.5 (92)	92 (93.5)	93.2 (N/A)	N/A (N/A)
FSME Percentage ¹	23.3	25.1	27.1	26.9
% and (Number) of pupils on SEN register	23.9 (140)	25.6 (153)	26.3 (161)	27.8 (171)
No. of pupils with statements of educational need	58	54	58	50
No. of newcomers	0	0	*	*

** indicates fewer than 5 pupils

In addition to the focus on English/literacy and mathematics/numeracy, there was a supplementary subject focus on history in this inspection.

2. Views of parents and staff

Six percent of parents (31) and 14% of staff (13) responded to the online questionnaires. The responses from almost all of the staff and most of the parents indicated high levels of satisfaction with the life and work of the school. In the written comments, the parents highlighted, in particular, the support for the individual needs of their children, which enables them to make progress in their learning and develop their personal, social and emotional skills. A minority of the parents who responded to the questionnaire raised individual concerns which were discussed with the principal and the governors, while maintaining the confidentiality of the respondents.

¹ 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.

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, mathematics and history; and
- the quality and impact of the provision for care, welfare and support of the pupils, including special educational needs.

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

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

- The pupils have a strong sense of identity with and pride in their school. In discussions with inspectors, they were articulate, confident and keen to talk about their learning and wider involvement in school life. They spoke respectfully about the support provided by the staff and expressed their appreciation and enjoyment of a broad range of additional learning experiences beyond the classroom. The pupils spoke positively and enthusiastically about their shared learning experiences across a number of subjects with pupils from a neighbouring school.

- The older pupils play an important role in the care and welfare of younger pupils and carry out a range of responsibilities with maturity and sensitivity. These leadership roles develop well their personal, social and employability skills.
- Over the last three years, the proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C is in line with or above the Northern Ireland (NI) average for similar schools. The proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C, including English and mathematics, is well above the corresponding average in two out of the last three years, and is in line with the average in 2017. The school has identified the attainment of pupils entitled to free school meals at this level, which over the past two years has been well below that of their peers, as an appropriate area for further improvement.
- 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.
- Over the past three years, the percentage of pupils attaining three or more GCE A levels or equivalent at grades A* to C has improved from 53% to 57%, which is in line with the corresponding NI average for similar schools. In 2017, just over 90% of the pupils attained two or more GCE A levels or equivalent at grades A* to C.
- At both GCSE and A level, the pupils attain very well across a wide and varied range of vocational subjects.
- Improving further the progression in the pupils' learning and the outcomes they achieve at all levels are key priorities within the school development plan. The effective use of data, tracking pupil progress and target setting have led to interventions, which, combined with pastoral support, have resulted in improved outcomes for targeted pupils, in particular, in English and mathematics at GCSE.
- At the end of key stage (KS) 4, a majority of the pupils progress to year 13 in the school or to further education provision. The proportion of pupils who stay on from year 13 to 14 is well above the NI average. In 2017, 68% of the year 14 leavers progressed to higher education and a further 20% of them to appropriate further education courses.

The ETI was unable to evaluate fully:

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

6. Quality of Provision

- The pupils' needs, interests and aspirations are central to curriculum design and review across the key stages. The broad and balanced curriculum is extended and enhanced well by a wide and diverse choice of enrichment and extra-curricular opportunities. At KS 4, the three curricular routes are tailored appropriately to individual need and enable the pupils, including those who require additional support with aspects of their learning, to experience success and access appropriate pathways. At post-16, the pupils are provided with a wide range of subjects, including those available through the Banbridge Area Learning Community.
- In discussions with inspectors, the pupils reported that they value the careers education, information, advice and guidance provided by the school, and they are well informed about subject choices and career pathways, particularly at key transition points. The older pupils spoke about how work experience opportunities have helped them develop further their skills, knowledge and understanding of the world of work.

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, learning and assessment in promoting successful learning;
- the quality or overall impact of the careers education, information, advice and guidance provision;
- 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 work of the senior leadership team is underpinned by a shared commitment to enabling every pupil to achieve to their full potential in an inclusive and supportive learning environment. This vision is reflected clearly in the school development plan and the associated actions taken to promote improvement. The plan is informed by a robust self-evaluation, including effective analysis and use of data, and extensive consultation with all stakeholders.
- ETI met with members of the learning support team who reported that they have benefitted from a range of professional development appropriate to their roles. Capacity-building of all staff is a key focus of the school's improvement work.

- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors are highly committed to the school; they use their expertise and skills well to support the staff and the pupils. They expressed their pride in the school, its standing in the local community and its success in promoting inclusion. The governors monitor and, where appropriate, challenge the progress and impact of the actions to promote improvement.

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, the pupils reported that they feel safe and happy in school, and are aware of 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

- There is no security system in relation to access to the main building and outlying accommodation. The school has raised this matter on a number of occasions with the relevant authorities.

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 SIMS² and verified with the ETI, the table below compares the percentage of year 12 pupils in New-Bridge Integrated College achieving five or more GCSE's (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 band³.

<i>GCSE and GCSE equivalent subjects - *following permitted exclusions</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	98.7	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	88.3	75.7	81.8
<i>The NI average for similar schools in the same free school meals category⁴</i>	<i>75.7</i>	<i>75.8</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	68.8	62.2	57.1
<i>The NI average for similar schools in the same free school meals category</i>	<i>51.7</i>	<i>56.6</i>	<i>N/A</i>
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	100	97.3	100
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)	66.7	52.9	36.4

GCE A level 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 New-Bridge Integrated College achieving three or more GCE A levels or equivalent at grades A* to C, and two or more GCE A levels or equivalent at grades A* to E.

GCE A Level or equivalent	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	93.1	83.3	88.2
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	53.5	47.2	56.9
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	100	100	100

² SIMS: School Information Management System

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

⁴ 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* - C

	2014-15	2015-16	2016-17
Number of pupils in Year 12 cohort	76	74	77

GCSE Subject	Number of Entries	School A* - C %	NI A* - C %
Mathematics	214	82.9	51
English Language	209	81.8	66
Religious Studies	194	69.6	64
Science Double Award	186	81.9	88
Information Technology	126	80.2	73
Design and Technology	63	81	70
English Literature	59	96.6	85
Sport/PE Studies	59	79.7	69
History	50	82	63
Preparation For Work	40	100	N/A
Further Mathematics	39	89.7	86
Art & Design	38	86.8	76
Drama	37	97.3	75
Geography	37	62.2	63
Home Economics	37	83.8	70
Science Single Award	37	78.4	70
Home Economics: Child Development*	26	76.9	68
Music*	25	84	82
French*	22	72.7	76
Business Studies*	17	58.8	61
Engineering*	15	100	N/A
Spanish*	13	92.3	82
Practical Craft*	10	100	87
Leisure and Recreation*	9	100	97
Computer Architecture / Systems*	7	100	N/A
Construction Studies*	7	100	80
Personal and Social Education*	7	71.4	90
Sports Studies*	7	100	N/A
Beauty Services*	**	100	90
Business (Vocational)*	**	100	N/A
Design and Technology Graphic Products*	**	100	74
Media Studies*	**	0%	69
Motor Vehicle Studies*	**	25	54
Public Services*	**	100	65

* indicates fewer than 30 entries over 3 years

** indicates fewer than 5 pupils

OTHER EXAMINATION RESULTS: KEY STAGE 4

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

Level 2 Qualification at Key Stage 4	2014-15 A-C %	2015-16 A-C %	2016-17 A-C %	Total entry Over 3 years
BTEC Creative Media	100	100	100	39
BTEC Engineering	100	100	100	34
BTEC Computer Use	100	100	100	16
BTEC Sports Studies	100	100	100	12

Attainment of pupils in individual subjects at GCE A level or equivalent (over the past three years) Grades A* - C

	2014-15	2015-16	2016-17
Number of pupils in Year 14 cohort	56	34	51

GCE Subject	Number of Entries	School A* - C %	NI A* - C %
Health & Social Care	54	74.1	84.9
Information Technology (Vocational)	46	89.1	85.9
Religious Studies	32	77.4	89
Biology	29	62.1	83.5
English Literature	28	78.6	85
Psychology*	25	62.5	71.5
Art and Design*	19	100	91.9
Business (vocational)*	19	63.2	86.4
Mathematics*	19	73.7	89
Drama*	18	61.1	88.2
Physics*	17	82.4	82.7
History*	17	94.1	85.6
Chemistry*	15	100	86
Science (vocational)	9	71.4	66.7
Geography*	6	83.3	85.8
Design and Technology Product Design**	**	50	68.4
IT Development*	**	75	N/A
Information Technology*	**	100	79.8
Music*	**	100	84.5

* indicates fewer than 20 entries over 3 years

** indicates fewer than 5 pupils

OTHER EXAMINATION RESULTS: POST-16

Other level 3 courses taken in at least two of the last three years.

Level 3 Qualification at Post-16	2014-15 A-C %	2015-16 A-C %	2016-17 A-C %	Total entry Over 3 years
BTEC Creative Media	100	85	100	36
BTEC Sports Studies	100	100	100	27

Staying on rate 2016/17

Based on data held in SIMS by the school and verified with the ETI, the table below shows the percentage of the pupils who stay on at New-Bridge Integrated College, from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for non-selective schools from the school census returns to the Department of Education for the most recent year for which data is available.

	NI Average	School
% Year 12 staying on to Year 13	48.4	74.2
% Year 13 staying on to Year 14	75.2	86.7

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 New-Bridge Integrated College who leave school to enter further education, higher education or employment, or are seeking employment compared with the average for non-selective schools.

	NI	School	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	12996	87			
Employment	1511 (11.6%)	6 (6.9%)			
Institute of Further Education	5745 (44.2%)	57 (65.5%)	13	32	12
Institute of Higher Education	3051 (23.5%)	21 (24.1%)			21
Work-based Learning (Training)	1976 (15.2%)	* (3.4%)			
Unemployed	467 (3.6%)				
Unknown	246 (1.9%)				

* indicates fewer than 5 pupils

Inspection methodology and evidence base

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

Inspectors scrutinised documentation, data and held formal discussions with some pupils (in groups), and some 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.

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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