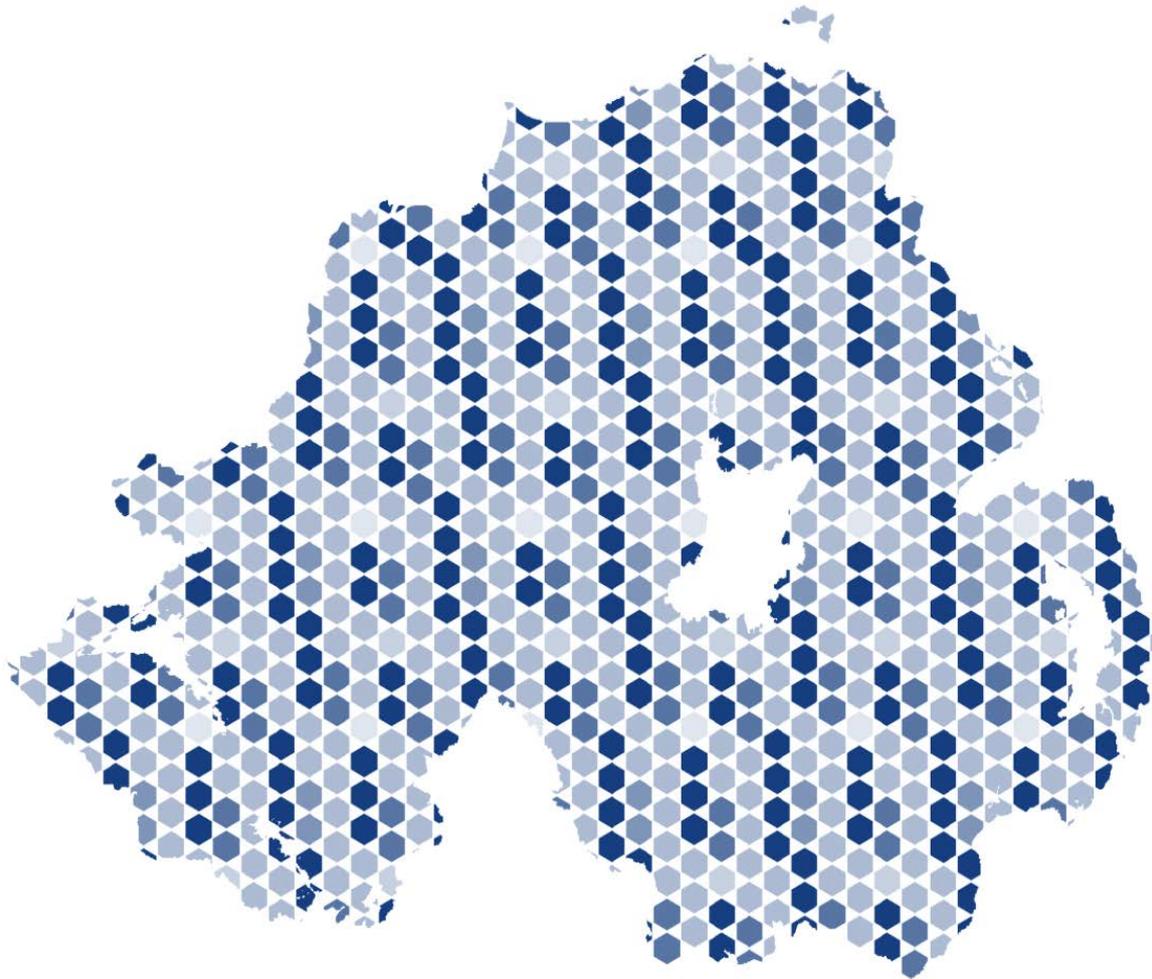


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Killian's College, Carnlough,
County Antrim

Maintained, non-selective, all-ability, co-educational 11-18
school

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
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INTRODUCTION

1. Context

St Killian's College is a Catholic maintained, non-selective, all-ability school drawing its pupils from a wide area covering East Antrim and the Glens. The school is set on an expansive site near Carnlough; around one-half of the accommodation is dispersed beyond the main school building. Just under one-quarter of the pupils receive free school meals and a similar proportion require additional help with their learning. The school has consistently been oversubscribed in the past three years. The school participates in a well-established shared education partnership with three other local schools. As a member of the Larne Area Learning Community, the school is part of leadership and management clusters and engages with a number of other post-primary schools for shared staff development.

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 the principal, the senior leaders, the safeguarding team and some middle leaders would be co-operating with the inspection. 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.

St Killian's College	2015-16	2016-17	2017-18	2018-19
Year 8 Intake	140	139	133	139
Enrolment	836	835	817	810
% Attendance (NI Average)	93.8% (92.0%)	93.3% (91.8%)	92.6% (N/A)	N/A (N/A)
FSME Percentage ¹	21.2%	21.4%	23.6%	23.2%
% and (Number) of pupils on SEN register	18.7% (156)	23.2% (194)	24.2% (198)	23.9% (194)
No. of pupils with statements of educational needs in the mainstream school	24	21	20	23
No. of newcomers	*	*	*	5

Source: data as verified by the school.

* fewer than five

N/A not available

2. Pupils', parents' and staff questionnaire responses

Thirty-two percent (259) of the pupils across the key stages completed an online questionnaire. While there was a low response rate from pupils in post-16, nearly one-half of pupils in key stage (KS) 3 and just over one-fifth of pupils in KS 4 responded. Overall, most of the responses were highly positive about their experience of the school, with the pupils recognising the school's welcoming, inclusive and caring ethos. They reported that their teachers let them know how to improve their work and, when needed, provide additional help. Nearly one-quarter of the pupils responding provided written comments, expressing their enjoyment of school life and sharing their views of their learning experiences.

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

Five percent of parents (33) and around one-fifth of staff (17) responded to the online questionnaires. The responses from almost all of the parents and staff indicated high levels of satisfaction with the life and work of the school. In the written comments, the parents highlighted, in particular, the commitment of staff to supporting the children's learning, the school's good reputation within the community and the opportunities for extra-curricular activities afforded to their children. The responses to the staff questionnaires highlighted the caring and supportive learning environment provided for the pupils.

Issues raised in the questionnaires were discussed with the principal and governors.

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 and literacy, mathematics and numeracy, and science;
- the quality and impact of the provision for care, welfare and support of the pupils.

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 who met with inspectors expressed a strong sense of pride in their school; almost all were articulate and confident. The pupils participate and achieve in external science and engineering competitions, as well as a wide range of cultural, sporting, charitable and faith-based activities. The senior pupils take on various leadership roles and many of them benefit from opportunities to mentor and support the younger pupils.
- Over the past three years, the percentage of pupils attaining five or more GCSE or equivalent qualifications at grades A* to C, including English and mathematics, has declined but remained consistently above the Northern Ireland (NI) average for non-selective schools in the same free school meals band, and is broadly in line with the NI average for all schools. Just over two-thirds of the pupils attain seven or more GCSE or equivalent qualifications at grades A* to C including English and mathematics. Over the same period, the proportion of pupils attaining any five GCSEs or equivalents at grades A* to C has declined from above to below the respective NI averages for similar schools and for all schools. Appropriately, the school has extended the range of subjects available at KS 4 to meet more effectively the needs and abilities of all of the pupils.
- Most of the subjects at GCSE grades A* to C and, notably, at grades A* to B² are performing in line with, or above, the subject averages.
- In two out of the past three years, the percentage of pupils entitled to free school meals attaining five or more GCSEs at grades A* to C, including English and mathematics, has been well above and above the NI average, but has declined to well below the NI average in 2018.
- While there was no notable gap in the performance of boys and girls at GCSE in 2016, girls have significantly outperformed boys in the last two years. It will be important for the school to address, as a priority, this widening gap in attainment.
- Over the past three years in A levels or equivalent qualifications, the percentage of pupils attaining grades A* to C in at least three subjects has been consistently above the corresponding average for non-selective schools in the same free school meals band; there was a significant increase in 2018 when nearly all pupils attained at this level. Furthermore, when compared with all schools, the percentage of pupils achieving three A*-C grades is in line with, rising in 2018 to significantly above, the NI average. The boys and girls are performing equally well at this level.
- Most of the A level subjects³ are performing in line with or above their corresponding subject averages.
- Over the past three years, pupils from the school have been among the top candidates in NI in a number of GCSE subjects, and at A level. Pupils from the school have also been successful in securing a range of scholarships to higher education courses.

² In those subjects for which there are corresponding NI subject averages.

³ In those subjects for which there are corresponding NI subject averages.

- Nearly three-fifths of pupils return to the school for post-16 study; the retention of pupils between years 13 and 14 is significantly above the NI average. Most of the pupils progress to higher education courses.

The ETI was unable to evaluate fully:

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

6. Quality of Provision

- As a consequence of the ongoing curriculum review, the school has introduced a number of subjects at KS 4 for first examination in summer 2019. The curriculum at all key stages continues to be adapted with a focus on: meeting the changing needs, interests and abilities of the pupils; and enabling pupils with barriers to their learning to access more appropriate pathways and achieve positive outcomes and progression.
- The careers education, information, advice and guidance (CEIAG) provision focuses appropriately on: key transition points; the needs, interests and abilities of pupils; and their access to impartial advice and guidance. Throughout the year and across the key stages, the timetabled programme of CEIAG is complemented by visits from external agencies and speakers to deliver a variety of careers and employability-related programmes. In discussions with the inspectors, the pupils reported how much they valued their careers programme and, in particular, the guidance and support they receive from their teachers when making subject choices at KS 4 and post-16, and in preparing for progression pathways, including third-level education.
- With clearly defined roles and responsibilities for care, welfare and support, a range of strategies and interventions is in place to support pupils who require additional support in aspects of their learning. In discussions with inspectors, the pupils spoke positively about the academic and pastoral support they receive. They are highly appreciative of the work of the teachers to help them achieve their targets in learning and of the range of extra-curricular opportunities available to them.

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 learning;
- the quality or overall impact of the CEIAG;

- the quality of provision in English and literacy, mathematics and numeracy, and science across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- The senior leadership team (SLT) works collegially and communicates a clear strategic vision for, and commitment to, the holistic development of every pupil. In order to enhance this unified approach and build further leadership capacity, the members of the SLT share responsibility for all aspects of the improvement work and, on a rota basis, take on different whole-school duties.
- The current school development plan (SDP) is in its final year. Aspects of the planning process were informed by consultation with parents and with staff. The school's leadership has identified appropriately the need to: consult more widely, including with pupils, on the main priorities for school improvement; and refine the SDP and associated action plans to ensure that the school's improvement work is sustainable. The action plans need sharper baseline statements and more specific, measurable targets linked closely to robust analysis of the school's wide range of quantitative and qualitative information.
- The governors are highly supportive of the school and are well-informed of the strengths and areas for further development. They work pro-actively in two key committees: curriculum and pastoral, and finance and personnel. The governors are involved closely in the planning process for a new school build and have put measures in place to manage any associated increased workload on the SLT. Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated.

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 (DE). Appropriately, the school continues to review and update its pastoral policies in line with DE guidance and changes in legislation. 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 are aware of what to do if they have any concerns about their safety or well-being.

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 pupils. This will be reflected in future inspection activity.

APPENDIX A

Health and safety/accommodation

1. There is open access to the school site and buildings. It will be important that there are risk assessments with appropriate risk reduction measures in place.
2. There are no vision panels on doors to certain rooms used for meetings with pupils.
3. There is limited wheelchair access across the site.

Examination performance and other statistical data

GCSE and equivalent examination results from 2015-16 to 2017-18

Based on data held by the school in SIMS⁴ and verified with the ETI, the table below compares the percentage of year 12 pupils in St Killian's College 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 band⁵.

The table also includes the percentage of year 12 pupils in St Killian's College achieving five or more GCSE examinations and equivalent, including English and mathematics, at grades A* to E. In this instance, there is no NI average available.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2015-16	2016-17	2017-18
<i>*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects</i>	99	100	100
<i>*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects</i>	86.4	79.3	72.3
<i>The NI average for similar schools in the same free school meals band⁶</i>	<i>75.8</i>	<i>81.8</i>	<i>N/A</i>
<i>*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics</i>	75.8	69	67
<i>The NI average for similar schools in the same free school meals band</i>	<i>56.6</i>	<i>61.4</i>	<i>N/A</i>
<i>*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects</i>	96.2	96.6	97.3
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	64	55.6	33.3

⁴ SIMS: School Information Management System

⁵ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

⁶ 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.

GCE A level and equivalent examination results at grades A* to C from 2015-16 to 2017-18

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 St Killian's College 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.

GCE A Level or equivalent	2015-16	2016-17	2017-18
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	97.4	100	100
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	65.4	67.5	92
<i>The NI average for similar schools in the same free school meals band⁷</i>	<i>56.1</i>	<i>61.9</i>	<i>N/A</i>

⁷ 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
(The three year average is expressed as a percentage of the pupils entered)

Grades A* - C

	2015-16	2016-17	2017-18
Number of pupils in Year 12 cohort	132	116	112

GCSE Subject or equivalent	Number of Entries	School A* to C%	Northern Ireland A* to C%
Agriculture	12	50.0	61.6
Art & Design	39	59.0	75.8
BTEC Applied Sciences	17	100	N/A
Business Studies	119	74.8	60.7
Construction	28	78.6	78.9
Construction	31	64.5	N/A
Construction Studies	24	70.8	N/A
Design & Technology	78	100	70.5
Drama	65	93.8	78.1
English Language	346	81.2	67.5
English Literature	44	97.7	84.5
French	124	100	74.9
Geography	62	95.2	64.8
Health & Social Care	82	65.9	66.8
History	107	93.5	65.0
Home Economics	38	78.9	67.7
Home Economics: Child Development	34	47.1	70.0
Information Technology	209	88.5	71.5
Irish	21	100	95.5
Mathematics	359	78.5	52.7
Mathematics Further	67	100	84.8
Media Studies	31	67.7	65.4
Motor Vehicle Studies	24	70.8	52.3
Music	*	88.9	81.3
Preparation for Work/PSE	81	64.2	74.1
Religious Studies	330	78.5	65.1
Science (NQF)	*	100	N/A
Science Double Award	250	93.6	83.4
Science Single Award	80	67.5	70.0
Spanish	164	79.3	79.4
Sport/PE Studies	63	95.2	70.1

* indicates fewer than 10 entries over 3 years

Attainment of pupils in individual subjects at GCE A level or equivalent

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

Grades A* - C

	2015 -16	2016-17	2017-18
Number of pupils in Year 14 cohort	78	83	87

GCE A Level Subject or equivalent	Number of Entries	School A* to C%	Northern Ireland A* to C%
Art & Design	*	100	94.7
Biology	62	82.3	82.7
BTEC Building	11	90.9	N/A
BTEC Engineering	23	100	N/A
Business Applied	*	60.0	86.9
Business Studies	54	94.4	91.0
Chemistry	43	90.7	88.5
Computer Use (Cambridge Technical)	35	100	N/A
Design & Technology	34	97.1	N/A
Drama	30	100	88.6
English Literature	18	83.3	84.6
French	15	66.7	90.8
Geography	17	82.4	87.4
Health & Social Care Single Award	43	97.7	86.8
Health & Social Care Double Award	*	88.9	78.4
History	31	90.3	84.4
Home Economics Food	18	77.8	N/A
Information Technology	51	74.5	77.1
Information Technology (Cambridge Technical)	11	100	N/A
Irish	*	100	95.3
Mathematics	104	80.8	88.6
Media Studies	13	100	84.8
Physics	17	88.2	81.9
Polish	*	100	N/A
Religious Studies	22	100	88.8
Science Applied	11	63.6	68.9
Spanish	*	66.7	92.6
Sports Studies (Cambridge Technical)	35	100	N/A

* indicates fewer than 10 entries over 3 years

STAYING ON RATE⁸ 2017/18

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
% Yr 12 staying on to Yr 13	49.5	58.4
% Yr 13 staying on to Yr 14	74.2	98.9

Leavers' Destinations⁹ 2016/17

Based on data held by the school and verified with the ETI, the table below shows the percentage of all of the pupils from this school who leave school to enter employment, further education, higher education, and training or are seeking employment compared with the average for non-grammar schools and for the most recent year for which data is available.

	NI No. (%)	School No. (%)	NI Yr12 (%)	School Yr12 (%)	NI Yr13 (%)	School Yr13 (%)	NI Yr14 (%)	School Yr14 (%)	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	12256	137		#		*		85			
Employment	1497 (12.2%)	*	6.7%	0	21.9%	*	12.2%	*			
Institute of Further Education	5512 (45.0%)	37 (27%)	60.9%	34 (69.3%)	49.2%	*	45.0%	*		36	*
Institute of Higher Education ¹⁰	2652 (21.6%)	71 (51.8%)	*	0	*		21.6%	71 (83.5%)			71
Training ¹¹	1924 (15.7%)	15 (10.9%)	28.0%	14 (28.6%)	17.9%		15.7%	*			
Unemployment	448 (3.7%)	6 (4.3%)	2.7%	*	6.4%		3.7%	5 (5.9%)			
Others	223 (1.8%)	*	#	#	#	*	1.8%	*			

Source for NI data: Destination of School Leavers by year group, 2016/17 - NON-GRAMMAR SCHOOLS¹²

- * fewer than 5 cases
- # figures suppressed

⁸ The percentage of pupils who stay on at school compared with the Northern Ireland average for all schools, this rate is calculated in terms of pupils who progress their level of study, whether at their original or a new school. Pupils that move schools between years are counted as 'staying on' at their original school as they are progressing their study within the school system.

⁹ Destination is defined by Institution. Institutions may provide courses at both Further and Higher Education levels.

¹⁰ Includes universities and teacher training colleges.

¹¹ Numbers entering training include those entering the Training for Success programme, operated by the Department for the Economy. Training on Training for Success is delivered by a range of training providers, including Further Education Colleges. Training for Success trainees who receive training at Further Education Colleges are recorded as being in training and not in Further Education. This convention avoids double counting of Training for Success trainees.

¹² Excludes special and independent schools.

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 with the principal, SLT and some staff with specific responsibilities; meetings with representatives from the governors and groups of pupils; review of documentation and data; and the opportunity for all pupils, parents, teaching and support staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate (ETI)

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management¹³:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

¹³ And the overall provision in a subject area or unit, as applicable.

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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