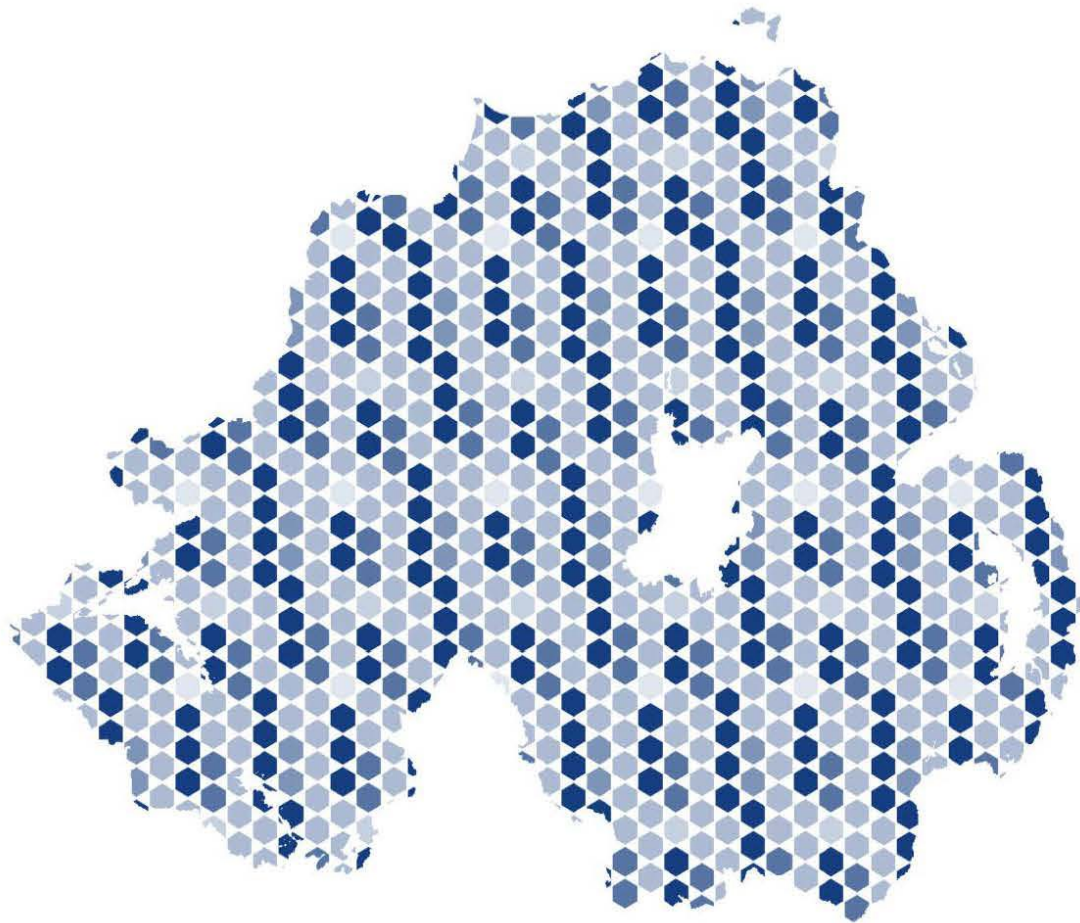


Education and Training Inspectorate POST-PRIMARY INSPECTION



Drumragh Integrated College, Omagh, County Tyrone

Grant Maintained Integrated, co-educational, 11-18, school DE Ref No: 226-0283

Report of a Sustaining Improvement Inspection (Involving Action Short of Strike) in November 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Sustaining Improvement Inspection of Drumragh Integrated College, Omagh, County Tyrone (226-0283)

Introduction

The previous inspection in [October 2016](#) evaluated the overall effectiveness of Drumragh Integrated College as having the capacity to identify and bring about improvement. Since the last inspection, there has been an approved development proposal to increase the intake of pupils over a five-year period from 580 to 645.

A sustaining improvement inspection was conducted in November 2019.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute and also workload and other management issues. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that none of the teachers would be co-operating with the inspection. The senior leadership co-operated with the inspection in relation to leadership and safeguarding responsibilities. 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

The inspection focused on evaluating the extent to which the school is capable of demonstrating its capacity to effect improvement through self-evaluation and effective school development planning. The school also provided evidence of provision for safeguarding as part of the inspection.

The lines of inquiry during the inspection were the school's actions to achieve more consistent improvement and raise standards through:

- target-setting, monitoring and evaluation processes; and
- the provision of a tailored, adaptive and flexible curriculum.

Owing to the action short of strike, the ETI was unable to evaluate fully the outworking and impact of the identified actions associated with the lines of inquiry.

Key findings

- The senior leadership team demonstrate a strong commitment to whole-school improvement; this has resulted in the effective integration and embedding of robust and systematic tracking, monitoring and evaluation processes. Appropriate use of pastoral information combined effectively with academic data has impacted positively in supporting the pupils' wider individual needs and well-being and has resulted in improved pupil outcomes.

- In 2019, the outcomes at five or more GCSEs (including equivalents) at grades A* to C including English and mathematics are well above the Northern Ireland (NI) average (for schools in the same Free School Meals band); significantly, the impact of targeted interventions on individual need has resulted in the school closing the gap between the achievement for boys and girls at GCSE (including equivalents). The percentage of pupils attaining any five or more GCSE (including equivalents) at grades A* to C has increased by seventeen percentage points since the last inspection, and is now well above the NI average (for schools in the same Free School Meals band).
- Pupil outcomes at post-16 (including equivalents) at grades A* to C were in line with the NI average in 2017 and 2018; in 2019 these were above the NI average (for schools in the same Free School Meals band).
- Following robust analysis of data and consultation with parents, pupils and staff, appropriate adaptations have been made to the curriculum at key stage 4 (KS4) and post-16; this has provided a pupil-centred and flexible, tailored-options process, resulting in a wider range of subjects to better meet the needs, interests and career aspirations of the pupils. Ongoing monitoring and evaluation of the curricular provision is well-supported by feedback from pupils who have progressed from KS4 to post-16; this pupil feedback is also informing appropriately the continuous professional development of staff. There has been a focus on reviewing the school's positive behaviour policy.
- Pupils who met with inspectors spoke confidently about the positive impact of the target setting process and the intervention strategies which helped them to progress well in their learning. They were appreciative of the support provided by their teachers and the positive working relationships fostered by all of the staff with the pupils. The pupils in KS4 and post-16 were well-informed about their career pathways and expressed their satisfaction and enjoyment of the wide range of educational trips provided for them. The year 8 pupils were well-settled in the school and were enjoying their learning.
- The ETI was unable to evaluate the quality of learning and teaching within the classrooms.

Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflects broadly the guidance issued by the Department of Education. In discussion 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. 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.

Conclusion

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.

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