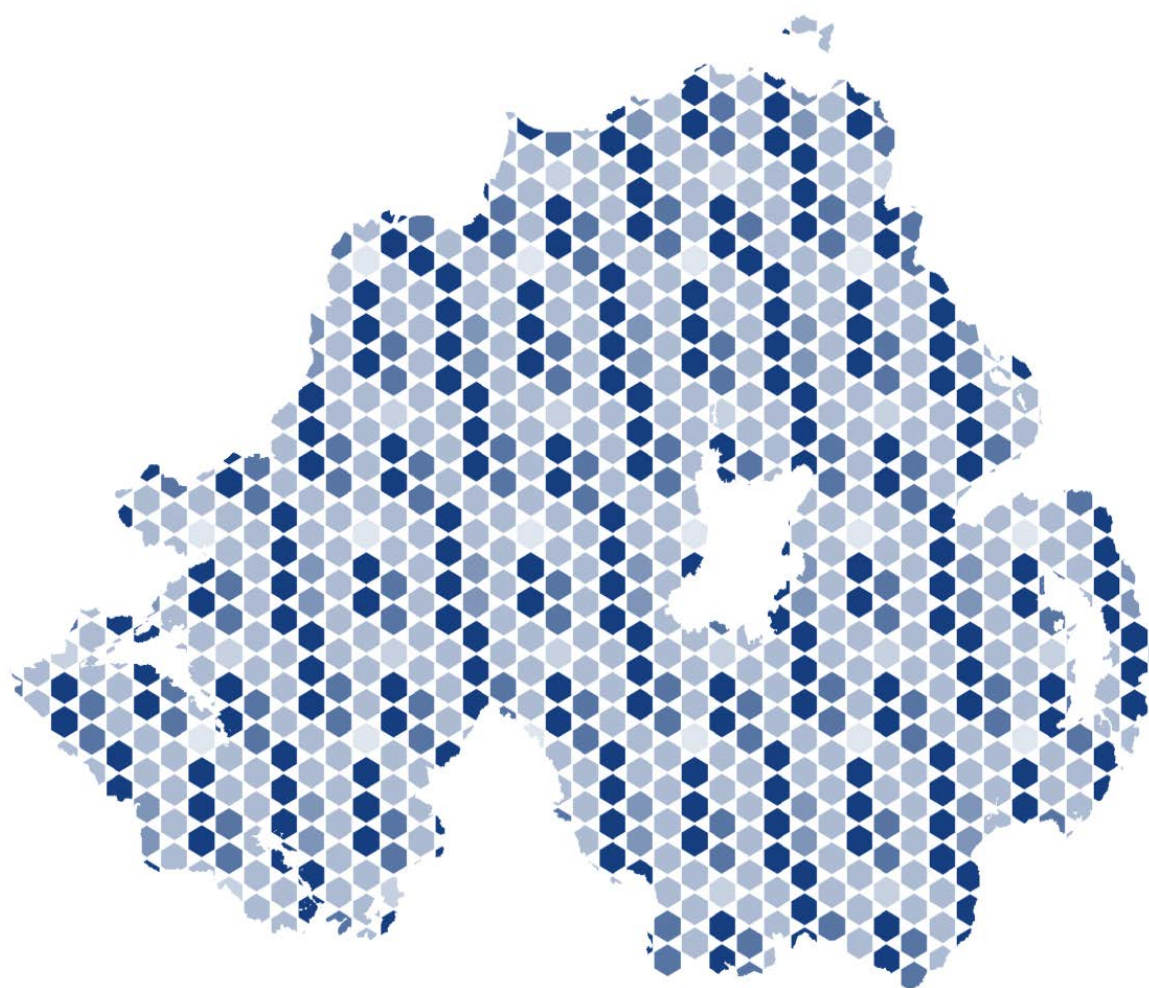


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Fort Hill Integrated College,
Lisburn, County Antrim

Controlled integrated, co-educational, 11-19, non-selective
school

Report of a Sustaining Improvement
Inspection (Involving Action Short of
Strike) in October 2018



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 Fort Hill Integrated College, Lisburn, County Antrim (425-0072)

Introduction

The previous inspection in October 2015 evaluated the overall effectiveness of Fort Hill Integrated College as demonstrating the capacity to identify and bring about improvement in the interest of all the learners¹.

In the interim period, a new principal was appointed and there has been a restructuring of the senior leadership team (SLT), including a review of their roles and responsibilities. A sustaining improvement inspection (SII) was conducted in October 2018.

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 SLT and a majority of the middle leaders would be participating in 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.

Focus of the inspection

The purpose of the SII was to evaluate 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 line of inquiry during the SII was the school's actions to:

- use internal and external performance data to inform curriculum provision, support learning and teaching, and raise standards at Key Stage 4 and post-16.

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 line of inquiry.

Key findings

- The key stage co-ordinators, curriculum leaders, and mentors who met with the inspectors provided a range of first-hand evidence of their monitoring and evaluation which included internal and external tracking and assessment data, evaluations of intervention strategies used in the mentoring programme, samples of pupils' work with feedback, topic trackers, and scheduled booster classes.
- Over the past three years, the proportion of pupils achieving five or more GCSEs or equivalent at grades A* to C has been consistently above the Northern Ireland (NI) average for similar schools.

¹ https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/follow-up-inspection-fort-hill-college-lisburn-county-antrim_0.pdf

- For two of the past three years, the proportion of pupils achieving five or more GCSEs or equivalent at grades A* to C, including English and mathematics has been above the NI average for similar schools. The results dipped below the NI average this year and the school has identified this as priority for improvement.
- Over the past three years, the proportion of pupils achieving three or more GCE A levels or equivalent at grades A* to C has been above the NI average for similar schools.
- The post-16 curriculum offer has been reviewed and broadened to: reflect changes to the sixth form entry criteria, enhance progression pathways, and improve post-16 outcomes.
- Almost all of the pupils who met with the inspectors spoke confidently and positively about the support and guidance they receive from their teachers and the intervention strategies used in class to progress their learning; a minority of pupils indicated they would like a more consistent response to pupil voice surveys.

Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance from 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 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 education provided for the pupils. This will be reflected in future inspection activity.

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