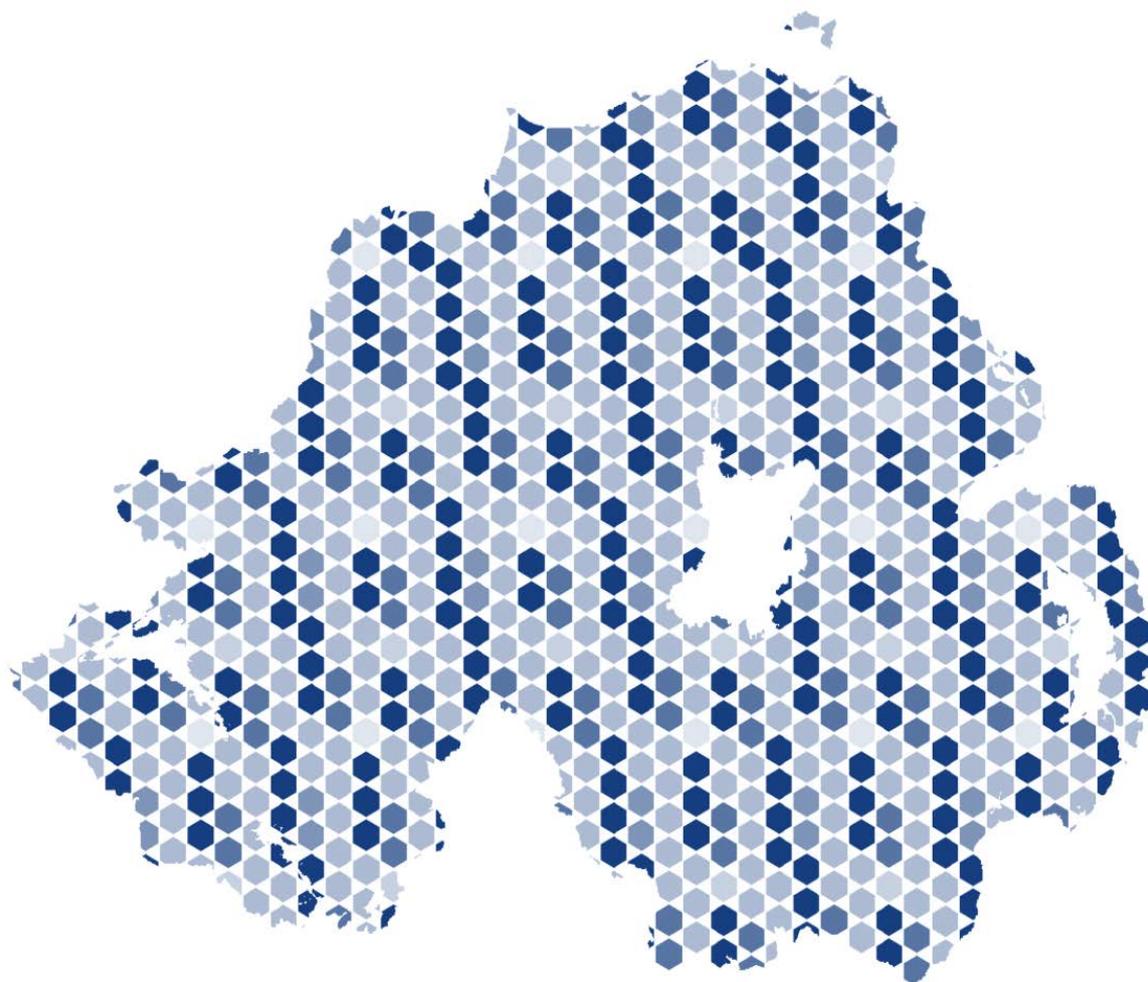


Education and Training Inspectorate

POST-PRIMARY INSPECTION



Hazelwood Integrated College, Newtownabbey, County Antrim

Grant maintained, 11-18, integrated school DE ref no (126-0269)

Report of a Sustaining Improvement Inspection (Involving Action Short of Strike) in February 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 Hazelwood Integrated College, Newtownabbey (126-0269)

Introduction

The previous inspection in February 2016¹ evaluated the overall effectiveness of Hazelwood Integrated College as demonstrating the capacity to identify and bring about improvement in the interest of all the learners.

In the interim period, a new principal was appointed and there has been a restructuring of the senior leadership team (SLT). A sustaining improvement inspection (SII) was conducted in February 2019.

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 (ETI). Prior to the inspection, the school informed the ETI that only the SLT 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.

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 lines of inquiry during the SII were the school's actions to:

- address the variation in the standards attained by the pupils across the subject departments through more rigorous monitoring and evaluation of the quality of learning and teaching; and
- support the learning and progress of all pupils, in particular those identified with additional educational needs.

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

- Since 2016, the percentage of pupils attaining GCE A-level or equivalent at grades A* to C in at least three subjects has risen from 20% to 68%, which is well above the corresponding Northern Ireland (NI) average for similar schools. At GCSE level or equivalent the percentage of pupils attaining five A* to C grades, including English and mathematics, has risen from 42% to 47% which is also above the corresponding NI average. The variation in standards across subject departments has reduced significantly.

¹ <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/post-primary-inspection-hazelwood-integrated-college.pdf>

- The school community is founded upon the values of openness, acceptance of others and mutual understanding. The pupils are proud of their diverse community and demonstrate empathy, initiative, maturity and highly effective communication skills. In discussions, they expressed their deep appreciation of the opportunities to engage with their teachers, support staff and senior leaders on how to improve their learning and achieve their goals.
- The SLT and staff members with key responsibilities for safeguarding and additional education needs provision are highly skilled and experienced, showing a strong commitment to the welfare and learning of the pupils. There is a growing level of expertise which addresses, with increasing effectiveness, the complex barriers to learning encountered by some pupils. In particular, through the very well-conceived and collaborative professional learning opportunities, the capacity of education support workers and teachers is enhanced as they plan together to secure progress and avoid potential delays in learning.
- The contribution made by health professionals, learning mentors, classroom assistants, social workers and youth workers plays an essential role in supporting the emotional well-being and health of the pupils. The pupils discussed their awareness of the wide range of support that exists in the school and understand that it contributes to their progress.

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 the action short of strike being taken by almost all of 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

The school needs to review the security and access arrangements to the campus and school buildings.

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