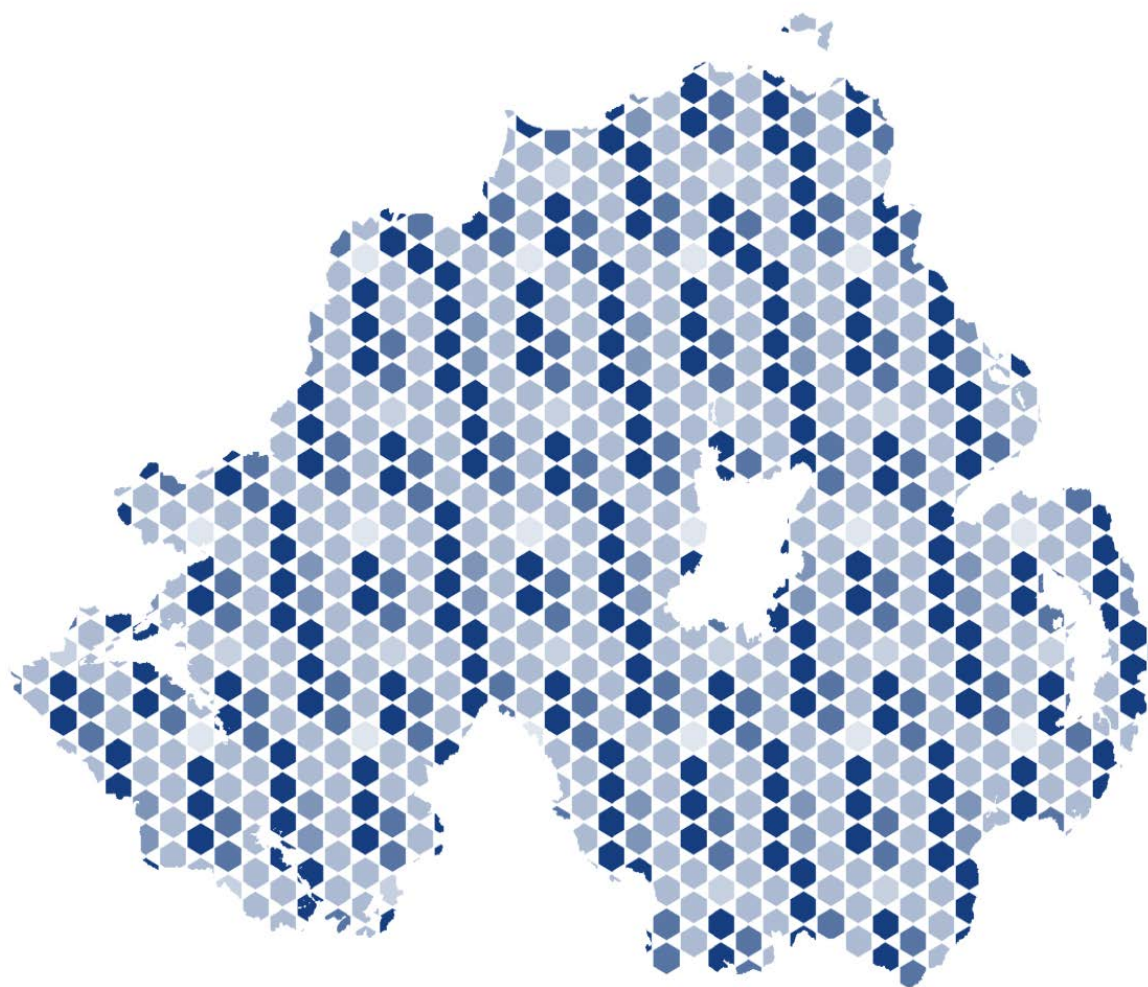


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

De La Salle College, Belfast

All boys', maintained, non-grammar, 11-19 school

Report of an Inspection in  
November 2016



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
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CUSTOMER  
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EXCELLENCE



## Quantitative terms used by the Education and Training Inspectorate

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 Achievements 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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## **1. Inspection method and evidence base**

The key questions and quality indicators which guide inspection and self-evaluation of post-primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: <https://www.eti.gov.uk/publications/together-towards-improvement-post-primary>.

This inspection was scheduled as the result of a recommendation<sup>1</sup> from the report of an Independent Panel<sup>2</sup> appointed by the then Minister of Education. The Panel was set up to investigate the circumstances in De La Salle College, Belfast; its report was published by the Department of Education in August 2016.

Inspectors observed learning and teaching, scrutinised documentation, data and the pupils' written work and held formal and informal discussions with pupils (individually and in groups), teachers and 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.

A small percentage of parents (17 in total) and 23% of staff (33 in total) responded to the questionnaires. Most of the parents reported that they are happy with their child's experiences at the school; they feel staff support the care, dignity and well-being of the pupils. Over one-half of the small number of parents who responded reported they do not feel that the school is well led and managed at all levels; they also reported that the staff do not ask for their views or take their views into account. A majority of the staff who responded to the questionnaires reported that, although there have been recent improvements in the quality of working relationships, a culture of intimidation and bullying had existed in the school which led to staff feeling vulnerable and stressed. They also raised issues concerning the quality of aspects of leadership at senior leadership level, including governance, and the lack of effective communication within the school; these issues were discussed (maintaining the confidentiality of the respondents) with the governors and newly appointed acting principal.

## **2. Focus of inspection**

In order to promote improvement in the interests of all pupils, the purpose of inspection is, through effective linking of internal and external approaches, 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.

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<sup>1</sup> Recommendation 37 (A): the panel recommends that ETI should schedule a full inspection of De La Salle as soon as practicable but taking into account the need to make initial progress on the implementation of other actions as recommended in this report. This inspection should provide a clear understanding of the operational capacity of the school and give a practical baseline for the school leadership within the next school year as well as assisting governors and the wider community in forming the necessary remedial targets, policies and strategies to bring the school back to a proper functioning establishment.

<sup>2</sup> <https://www.education-ni.gov.uk/publications/independent-report-de-la-salle-college-belfast>

### 3. Context

De La Salle College is situated in West Belfast in an area of high economic and social need. Over the last three years, the number of pupils with free school meals entitlement has increased steadily, as has the number of pupils identified as having special educational needs. In recent years, there have been a considerable number of changes in staffing at senior leadership level and there have been significant issues relating to human resource management. The acting principal was appointed in September 2016; she is supported by a vice principal (pastoral) and a seconded acting vice principal (curriculum). The employing authority, the Council for Catholic Maintained Schools, is providing additional support to the school's leadership and management through the educational associate programme.

In the last academic year, the school was affected adversely by a high level of staff absence; this sat at an overall average of 39.6 days per member of staff, as compared with an average of 8.2<sup>3</sup> days across the post-primary sector. Currently, a significant number of key leadership positions in the school are either vacant or filled by a member of staff in an acting-up capacity.

De La Salle College Belfast	2013-14	2014-15	2015-16	2016-17
Year 8 Intake	178	178	180	174
Enrolment	1093	1116	1117	1103
% Attendance (NI Average <sup>4</sup> )	92.2 (92.0)	89.8 (92.0)	89.9 (N/A)	N/A (N/A)
FSME Percentage <sup>5</sup>	31.6	47.9	50.3	54.3
% (No.) of pupils on the SEN register	54.3 (594)	52.9 (590)	53.8 (601)	55.3 (610)
No. of pupils with statements of educational need	76	85	95	92
No. of newcomers	5	*	*	*

**Source:** data as held by the school.

\* fewer than 5

N/A not available

### 4. Overall findings of the inspection

Overall effectiveness	Address urgently the significant areas for improvement
Achievements and standards	Important area for improvement
Provision for learning	Requires significant improvement
Leadership and management	Requires significant improvement

<sup>3</sup> Northern Ireland average number of days lost per teacher due to sickness for the financial year 2015-16.

<sup>4</sup> Northern Ireland Statistic & Research Agency: Attendance at grant-aided primary, post- primary and special schools: Detailed Statistics - 2013/14, 2014/15

<sup>5</sup> The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals

## **5. Achievements and standards**

- Over the past three years, the percentage of pupils attaining five or more GCSE qualifications or equivalent at grades A\* to C has declined from being in line with to being well below the Northern Ireland average for similar schools. In the same period, the percentage of pupils attaining five or more GCSE qualifications or equivalent at grades A\* to C, including GCSE English and mathematics, has decreased from being below to being significantly below the NI average for similar schools. The attainment of the pupils entitled to free school meals at this benchmark has fluctuated in the last three years and remains below the NI average for non-grammar schools.
- At GCSE level or equivalent, attainment in all individual subjects, except mathematics, is in line with or above the NI three-year subject average. The small number of pupils who study vocational subjects attain well in these qualifications. At present, aspects of the school's examination practices are not tailored closely enough to the needs and abilities of all of the pupils, resulting in too many pupils attaining below a GCSE grade C or equivalent in too many subjects. The senior leaders need to monitor more closely the performance of individual pupils and to review the examination entry practices in order to better match the number, type and level of courses on offer with the needs, ability and career aspirations of all of the pupils in order to maximise each individual pupil's level of attainment.
- Too many pupils, with low levels of prior attainment, return to the school to study at post-16. A significant number of these pupils follow a restrictive programme of study at level 2, with a majority of them leaving at the end of year 13. As a result, the staying on rate from year 13 to year 14 is low and significantly below the NI average for similar schools. For the pupils who continue into year 14, over the past three years, the percentage of them attaining three or more GCE A levels or equivalent at grades A\* to C has steadily declined from 45% to 37%, which is now more than ten percentage points below the average for non-grammar schools.
- Overall, the standards attained by the pupils in English are an important area for improvement. There is considerable variation in the standard of work in the pupils' books. The standards attained by the very small numbers of pupils entered for GCE A level English literature are significantly below the NI average at grades A\* to C, although they are in line with the NI average at grades A\* to E. They are close to the NI average for non-grammar schools in GCSE English language at grades A\* to C. Nearly three-fifths of the pupils are entered for GCSE English literature and, while the standards attained have fluctuated, over the past three years they are also close to the NI average at grades A\* to C.
- Overall, the standards attained by the pupils in mathematics are a significant area for improvement. Over the past three years, there has been a decline in the standards attained by the pupils in GCSE mathematics at grades A\* to C, and the three-year average is significantly below the NI average for similar schools. The school is consistently attracting low numbers of pupils to study mathematics at GCE A level, with fluctuations in the standards attained. The school has identified appropriately the need to raise standards in mathematics at all levels. The further development of the role of all teachers in supporting the promotion of the pupils' numeracy skills across the curriculum is also essential in addressing this objective.

- While the standards achieved by the very small number of pupils entered at GCSE level in a modern language are good, the overall achievements and standards for modern languages have important areas for improvement. Most of the pupils engage well with the learning and have positive attitudes. However, there is insufficient progression in the learning of Irish for key stage (KS) 3 pupils; this needs to be addressed to increase uptake at, and prepare better the pupils for, KS 4.
- Recent strategies to address the decline in standards have been identified appropriately by the staff and work has begun to support improvement in this area. These strategies, while at a very early stage of planning and implementation, include appropriately: the setting up of a KS 4 action group to identify and provide suitable intervention strategies for students who are at risk of underachieving; the early development of more effective use of data as a means of targeting actions to raise standards; the analysis of the current KS 4 curriculum pathways and associated outcomes to better match the curriculum to the pupils' needs and capabilities and consequently raise standards; and a review of the effectiveness of the careers education, information, advice and guidance (CEIAG) provision to broaden the pupils' wider skills and capabilities and support their progression to the most suitable courses at the end of KS 4.
- Most of the pupils are motivated and have a positive disposition to learning. When given the opportunity, they demonstrate good critical and creative thinking skills. They display increased self confidence, independence and maturity as they progress through the school and are well-prepared to contribute responsibly and positively to the local and wider community.

## **6. Provision for learning**

- Planning, teaching and assessment require significant improvement. There is too much variation in the quality of planning across subject departments, insufficient use of teacher evaluations to inform future planning and the use of quantitative and qualitative data to inform the tailoring of learning and teaching strategies to the individual learning needs of the pupils is underdeveloped.
- In just over two-fifths of the lessons observed there were important areas for improvement. The characteristics of this less effective practice were: insufficient differentiation to meet the learning needs of the range of abilities of the pupils; the teachers' lack of understanding of assessment for learning, including the over-use of closed questions which did not allow for pupils to extend their oral skills; and the low level challenge of tasks that did not allow the pupils to develop or apply adequately their skills of enquiry or creativity.
- In the good or better practice, in approximately three-fifths of the lessons observed, the teachers: used effectively information and communication technology (ICT) to engage the pupils and promote purposeful discussion and develop critical thinking; provided well-conceived opportunities for the pupils to work collaboratively; and used their knowledge of the pupils' interests and abilities to facilitate independent learning and set the work in contemporary, meaningful contexts.

- The provision for learning in English has important areas for improvement. In the lessons with important areas for improvement, in two-fifths of the lessons observed, there was a lack of clarity about the planned learning outcomes and the teaching did not focus sufficiently on progressing the pupils' prior learning or take enough account of the needs and abilities of all of the pupils. Three-fifths of the lessons observed in English were good or very good at promoting successful learning. These lessons were well-paced and the pupils had a clear understanding of how to achieve success, through the sharing and negotiating of appropriate success criteria and the modelling of expected outcomes. The teachers provided purposeful opportunities to develop the pupils' knowledge and understanding of language through well-developed paired, group and whole class discussion and focused written responses. It will be important to disseminate this practice.
- There is too much variation in the development of the pupils' broader literacy skills in talking and listening, reading and writing, within English and across the curriculum as they progress through the school; this needs to be addressed in order to support the actions to raise standards.
- The provision for learning in mathematics requires significant improvement. The departmental planning does not provide sufficient detail to ensure consistency of learning experiences and appropriate progression in learning for all of the pupils. In the lessons with important areas for improvement, in one-half of the lessons observed, the pupils had insufficient opportunities to be responsible for their learning or to communicate their understanding of mathematical concepts. In addition, the questioning was at too low a level and the challenge and pace were not matched well enough to the ability and needs of the pupils and the lessons were over-directed by the teacher. As a result, the pupils were too passive. In the good or better lessons, in almost one-half of the lessons observed, the pupils were engaged actively in activities that promoted well their mathematical oracy and flexible thinking.
- The opportunities for, and the effectiveness of, the development of the pupils' numeracy skills varies significantly across the subjects. Overall, the pupils' numeracy skills, and the opportunities to apply them, are underdeveloped across the school. To further improve the pupils' numeracy skills, the numeracy co-ordinator needs to evaluate the impact of the development of numeracy across the curriculum and share the very effective practice which exists, in a small number of departments, with all staff. Numeracy is promoted appropriately for a minority of pupils through extra-curricular activities such as through their participation in competitions and clubs.
- The provision for learning in modern languages is an important area for improvement. In the less effective practice, in two-fifths of lessons, the learning intentions and associated success criteria were unclear to the pupils, prior learning was not secure enough to build upon and the teaching did not meet the needs of all of the pupils. Almost three-fifths of the lessons observed were good in promoting language learning. In these lessons, there was an appropriate range of learning activities, including good use of ICT, which engaged the pupils' interest, increased their participation and helped promote their language skills. The teachers used the target language well to improve pupils' confidence in comprehension and to create appropriate talking and listening opportunities. The provision for those pupils who have come from the feeder Irish-medium primary schools is underdeveloped and is not meeting adequately the progression needs of these pupils; this area needs to be addressed immediately.

- The ethos of care and support for the pupils is founded on the core La Sallian values of faith, respect, concern for others, quality of education and an inclusive community. The staff are committed to the care of the pupils and there is a positive rapport between them and the pupils. The overall provision for pastoral care in the school, however, is an important area for improvement. The working relationships between staff need to improve in order to establish a culture of trust and mutual respect across the school. The links between the academic and pastoral needs of the pupils are not sufficiently cohesive and need to be strengthened to enhance further their progress in learning and the standards they achieve. In addition, the outworking of pastoral care policies and procedures across the school is not monitored and evaluated robustly enough to support effectively the pupils in their learning.
- A small number of pupils are placed, appropriately, in Education Other Than At School provision off-site. Currently, there is a lack of clarity in the arrangements for communication within school, particularly with regard to the progress in learning these pupils are making. It will be important to clarify these arrangements to ensure that communication is regular enough, that the pastoral and academic needs of these pupils are met fully, and to facilitate smooth transition back into the school when appropriate.
- The quality of the provision for pupils with special educational needs is good. The pupils who require additional support with aspects of their learning are identified at an early stage; a highly committed, cohesive team of teachers and classroom assistants provide focused, purposeful and well-tailored support through an appropriate range of well-planned interventions. The pupils are integrated into the life of the school and are developing well their personal skills, confidence, self-esteem, and social development; they also make good progress in learning and most attain good standards. Whilst there are appropriate individual education plans in place to help the subject teachers support the pupils, there is variation in the extent to which the targets and strategies are addressed in the teachers' planning and classroom practice. To enhance further the provision, the learning support team needs to evaluate more regularly and robustly the impact of the intervention strategies on the learning experiences and outcomes achieved by the pupils.
- The curriculum planning and review process is not sufficiently pupil-centred and has been largely static for some years, particularly at post-16; as a result, it is not meeting adequately the pupils' abilities, interests and progression needs and requires urgent attention. The curriculum review process has not kept pace with the changing pupil profile across the school, or labour market information, and the opportunities for the pupils to achieve higher standards in public examinations are not being exploited sufficiently. The strategies to monitor and evaluate the impact of curriculum development on the pupils' learning experiences, and the standards they attain, are not sufficiently robust. While the school collaborates with a nearby school at post-16, and a local work-based learning provider, the opportunities to broaden the curriculum offer through further collaboration are largely under-exploited.

- The provision for careers education, information, advice and guidance (CEIAG) has not been prioritised sufficiently by the senior leaders over recent years; as a result, it is underdeveloped across the school and is an important area for improvement. The taught careers programme lacks coherence and progression across the year groups. Consequently, the pupils' knowledge of the career pathways open to them and their understanding of the personal career planning process are too limited. While the year 13 pupils benefit from work experience placements, the links with employers and work-related learning opportunities are underdeveloped overall.

## **7. Leadership and management**

- In discussions, and through the completion of the confidential questionnaire, staff reported that, since September 2016, there has been some improvement in working relationships across the school. This improvement can be evidenced, in part, through the significant reduction to date in the rate of teacher absence and the engagement of a considerable number of staff in working groups to co-ordinate and progress improvement planning. To build further on this good start, there is a need to develop appropriate and effective lines of communication in all aspects of the work of the school, and to commit fully to the further development and embedding of an ethos that values openness, transparency, mutual respect and consultation.
- While the school has not had a school development plan in place for the last three years, good work has begun on the drafting of a new three-year plan. Consultation has been undertaken with all staff to support a collegial approach and a shared vision for the future improvement work of the school.
- At present, roles and responsibilities, particularly at senior leadership level, are not defined clearly enough. This lack of clarity is impacting negatively on the capacity of senior leadership to monitor and evaluate key aspects of provision and to effect sustained improvement, particularly in relation to the identification and dissemination of effective classroom practices. Overall, the quality of strategic leadership at all levels requires significant improvement. It is therefore imperative that a process of review and clarification of the roles and responsibilities of all post holders is undertaken to: better align with the school development planning process and priorities; support more effectively staff development needs, including through the effective use of the Performance Review: Staff Development cycle; and to develop more robust self-evaluation practices.
- There is variability in the effectiveness of middle leadership across the school. The self-evaluation by middle leaders of the quality of the pupils' learning experiences and the standards they attain is not sufficiently robust or undertaken in a consistent manner across the school; as a result, action planning for improvement lacks coherence and varies in its impact. The examples of effective practice in departmental action-planning which exist in the school should be disseminated more widely.

- The governors have a wide skill set and, through exceptionally difficult circumstances, have demonstrated commitment to improving provision in the interests of the pupils. There are, however, significant barriers in place which are impeding their capacity to exercise some of their key functions, namely: the lack of monitoring and evaluation of the provision and outcomes, particularly at senior leadership level, to empower them to make fully informed decisions and follow them through; the unprecedented number of complex human resource issues which they have faced; and the poor working relationships between staff which have been a significant feature of the school's climate during their tenure. As a result, the ETI evaluation is that there can be limited confidence in the aspects of governance evaluated. Given the complexity of the school's context, and in order to assist the governors to address the issues raised in this report, the ETI recommends that the Department of Education exercises its power under Article 14 of the Education (Northern Ireland) Order 1998 to appoint additional voting members, with appropriate experience and expertise, to the Board of Governors. It is also important that governance is strengthened through more transparent, effective communication and engagement with staff at all levels.
- On the basis of the evidence available at the time of the inspection the school's arrangements for safeguarding children and young people are unsatisfactory and do not adequately reflect the guidance issued by the Department of Education. In particular, the school needs to:
  - improve the arrangements for maintaining and recording complaints and disclosures relating to child protection/safeguarding;
  - monitor and evaluate more closely the outworking of all policies relating to child protection/safeguarding; and
  - raise further the staff's awareness and understanding of what constitutes appropriate and effective safeguarding practices.

## **8. Overall effectiveness**

De La Salle College 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 areas for improvement are to:

- improve the quality of planning, teaching and assessment, including in the discrete provision for English, mathematics and modern languages;
- review and improve the curriculum offer and access to better meet the abilities, interests and career aspirations of the pupils;
- review and clarify the roles and responsibilities of all post holders to better align with school development planning, support more effectively staff development needs and develop more robust self-evaluation practices;

- develop appropriate and effective lines of communication in all aspects of the work of the school, and to commit fully to the development of an ethos that values openness, transparency, mutual respect and consultation; and
- improve the effectiveness of strategic leadership at all levels at leading and bringing about school improvement.

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 in 18 to 24 months.

The ETI will also return to the school within six weeks to monitor and report on progress in addressing the issues identified in relation to the arrangements for safeguarding.

## Examination performance and other statistical data

### GCSE and equivalent examination results from 2013-14 to 2015-16

Based on data held by the school in SIMS<sup>6</sup> and verified with ETI, the table below compares the percentage of year 12 pupils in De La Salle 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 category<sup>7</sup>.

<b>GCSE and GCSE equivalent subjects - * following 38 permitted exclusions</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	72.0	72.8	55.0
<i>The NI average for similar schools in the same free school meals category<sup>8</sup></i>	<i>65.4</i>	<i>72.0</i>	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	33.9	27.2	25.8
<i>The NI average for similar schools in the same free school meals category</i>	<i>39.3</i>	<i>42.2</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	95.8	98.2	94.7
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)	13.8	9.1	24.1

### Other examination results at key stage 4 from 2013-14 to 2015-16

Based on data held by the school in SIMS and verified with ETI, the table below shows the percentage of year 12 pupils in De La Salle College achieving grades A\* to C and A\* to E in vocational/applied courses equivalent to GCSE level. No average is available from the examining board for the subjects in this table to facilitate comparison.

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

Level 2	2013-14		2014-15		2015-16		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
Pearson Edexcel BTec Sport	100	100	100	100	100	100	67
Pearson Edexcel BTec in Construction	100	100	100	100	100	100	43

<sup>6</sup> SIMS: School Information Management System

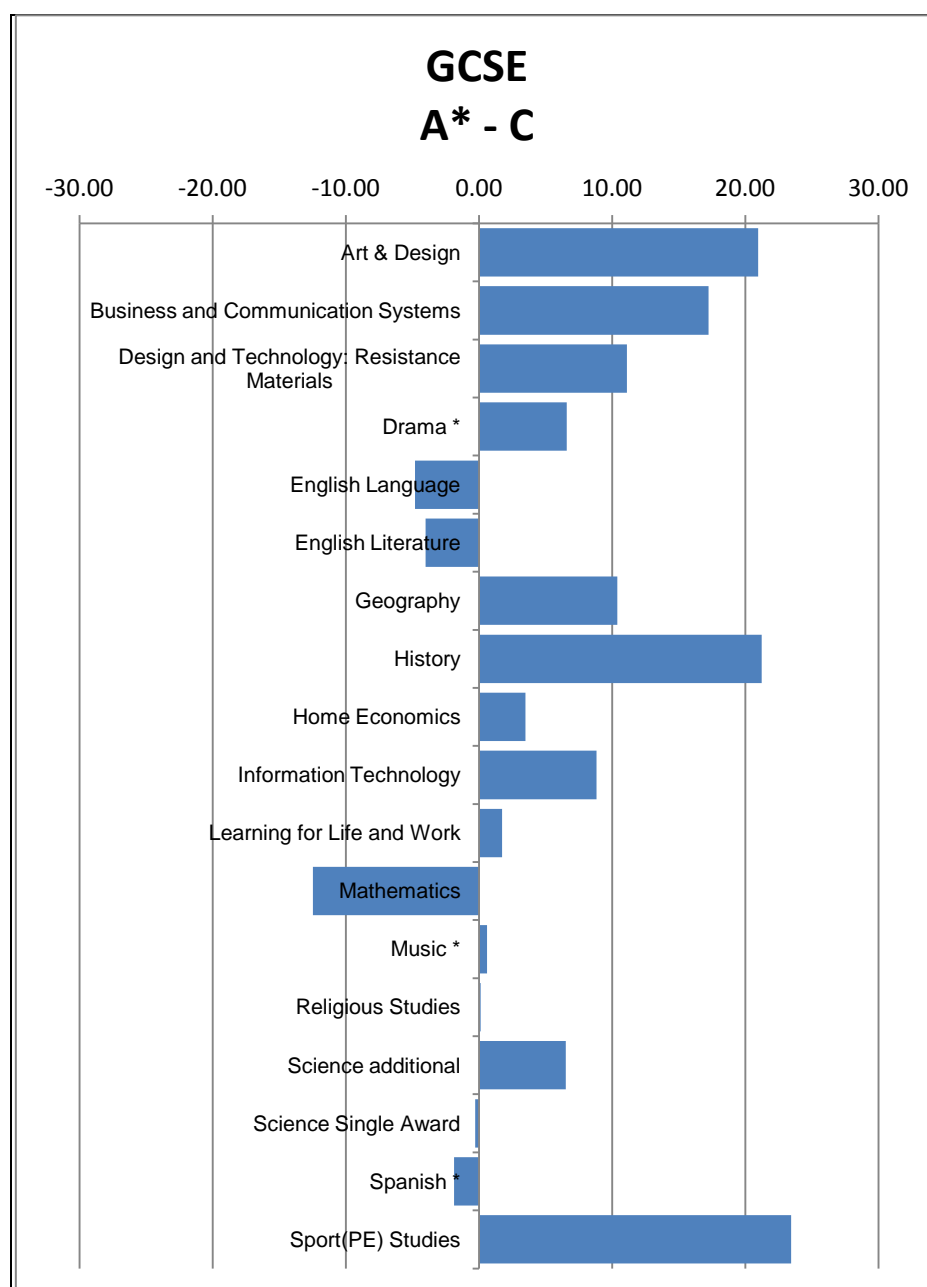
<sup>7</sup> See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

<sup>8</sup> See benchmarking data and guidance contained in the DE Circular 2011/03: 'School Development Planning and Target-Setting'.

## Attainment of pupils in individual subjects at GCSE level at grades A\* to C from 2013-14 to 2015-16

Based on data held by the school in SIMS<sup>9</sup> and verified with ETI, the average over three years of the percentage of year 12 pupils achieving at GCSE level at grades A\* to C in individual subjects in this school is compared with the three-year NI average for similar pupils.

A positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons between subjects should be treated with caution.



\*indicates fewer than 30 entries over 3 years

<sup>9</sup> SIMS: School Information Management System

## GCE A level examination results at grades A\* to C from 2013-14 to 2015-16

Based on data held by the school in SIMS and verified with ETI, the table below shows the percentage of year 14 pupils in De La Salle College achieving three or more GCE A levels at grades A\* to C, and two or more GCE A levels at grades A\* to E.

<b>GCE A Level or equivalent, - * following 14 permitted exclusions</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	65.8	88.2	79.5
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	44.9	42.4	37.2
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	97.4	93.0	94.9

## Other examination results: post-16

Based on data held by the school in SIMS and verified with ETI, the tables below show the percentage of year 14 pupils in De La Salle College achieving grades A\* to C and A\* to E in vocational/applied courses equivalent to GCE A level. No average is available from the examining boards for the subjects in these tables to facilitate comparison.

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

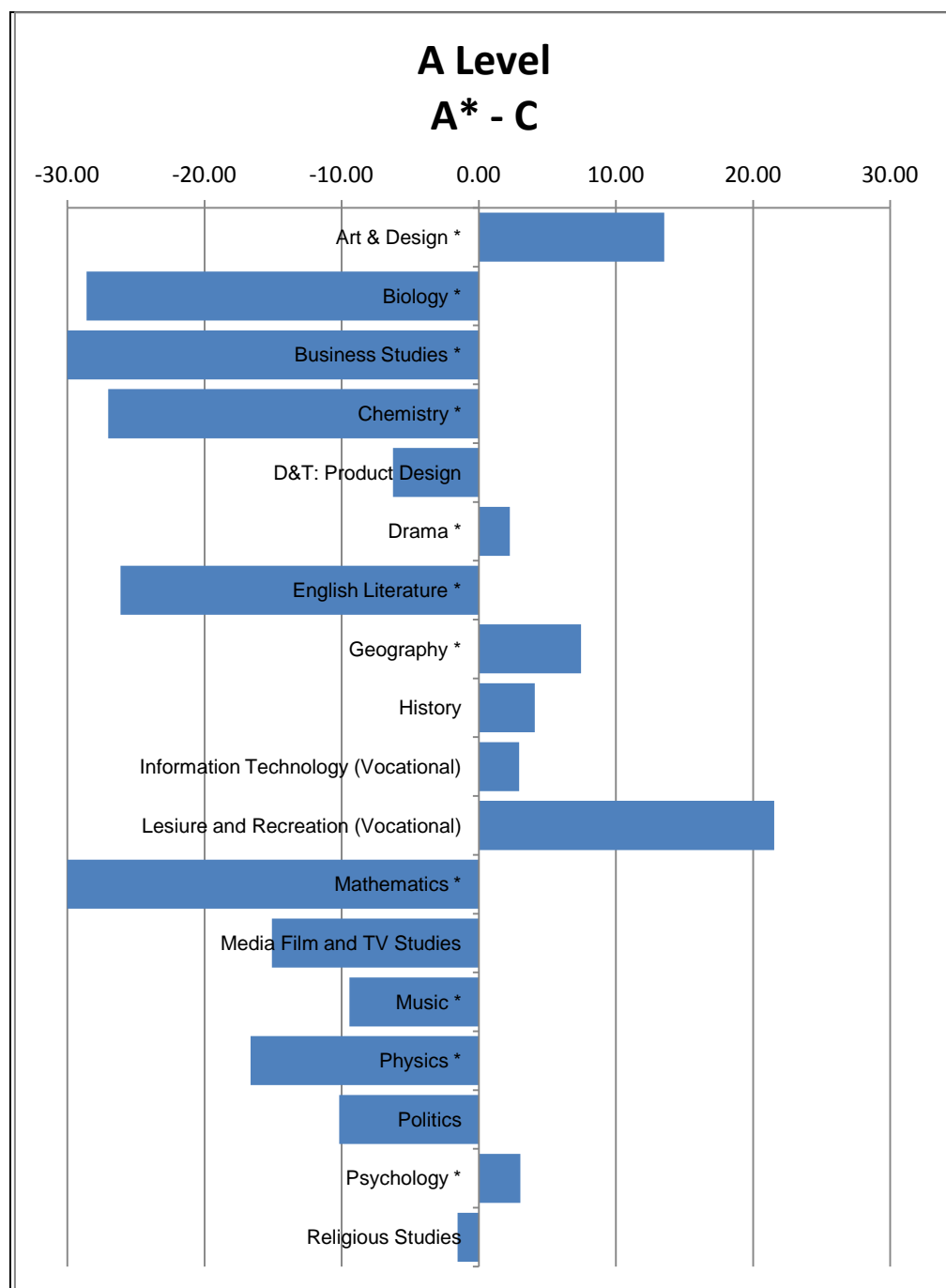
<b>GCE Subject</b>	<b>2013-14</b>		<b>2014-15</b>		<b>2015-16</b>		<b>Total entry over 3 years</b>
	<b>% A*-C</b>	<b>% A*-E</b>	<b>% A*-C</b>	<b>% A*-E</b>	<b>% A*-C</b>	<b>% A*-E</b>	
CCEA Moving Image Arts	88	100	78	100	75	100	25

<b>Level 3</b>	<b>2013-14</b>		<b>2014-15</b>		<b>2015-16</b>		<b>Total entry over 3 years</b>
	<b>% A*-C</b>	<b>% A*-E</b>	<b>% A*-C</b>	<b>% A*-E</b>	<b>% A*-C</b>	<b>% A*-E</b>	
Pearson Edexcel BTec in Business	58	100	33	100	57	100	31
Pearson Edexcel BTec in Sport	44	100	100	100	80	100	51
OCR Level 3 Cambridge Technical Certificate in IT	--	--	91	100	96	100	48
Pearson Edexcel BTec in Health and Social Care	100	100	100	100	0	100	4

## Attainment of pupils in individual subjects at GCE A level at grades A\* to C from 2013-14 to 2015-16

Based on data held by the school in SIMS and verified with ETI, the average over three years of the percentage of year 14 pupils achieving at GCE level at grades A\* to C in individual subjects in this school is compared with the three-year NI average for similar pupils.

A positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons between subjects should be treated with caution.



\*indicates fewer than 20 entries over 3 years

### Staying on rate

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

<b>2015-16</b>	<b>NI Average</b>	<b>School</b>
% Yr 12 staying on to Yr 13	47.8	67.0
% Yr 13 staying on to Yr 14	78.2	59.7

### Leavers' destinations

Based on data held and verified by the school with ETI, the table below shows the percentage of all of the pupils from De La Salle College who leave school to enter further education, higher education or employment, or are seeking employment compared with the average for boys from non-grammar schools.

	<b>NI</b>	<b>School</b>	<b>Level 2 (No.)</b>	<b>Level 3 (No.)</b>	<b>Level 4 (No.)</b>
Total Number of Leavers	13157	140			
Employment	10.9%	9.3			
Institute of Further Education	44.5%	19.3	*	22	*
Institute of Higher Education	23.3%	27.9		*	37
Work-based Learning (Training)	15.4%	32.1			
Unemployed	3.9%	10.7			
Unknown	2.1%	0.7			

Source for NI data: School Leavers Survey

\* fewer than 5

## **ADDENDUM TO THE REPORT ON THE INSPECTION OF DE SALLE COLLEGE, NOVEMBER 2016**

### **SAFEGUARDING**

In line with its child protection/safeguarding procedures, the Education and Training Inspectorate returned to De La Salle College on 12 January 2017 as a follow-up to the inspection which took place on 21 November 2016; the purpose of the visit was to monitor and report on the safeguarding issues, evaluated as unsatisfactory in the inspection.

On the basis of the evidence available, the arrangements for safeguarding remain unsatisfactory.

During the interim period, the school has received support from the Child Protection School Support Service of the Education Authority and the Council for Catholic Maintained Schools. As a result, the acting-principal has identified appropriate actions to guide the necessary improvements. The safeguarding follow-up inspection has identified that the school has not addressed sufficiently the areas for improvement identified in the original inspection report. Consequently, there remains an urgent need to:

- improve the arrangements for maintaining and recording complaints and disclosures relating to child protection/safeguarding;
- monitor and evaluate more closely the outworking of all policies relating to child protection/safeguarding; and
- raise further the staff's awareness and understanding of what constitutes appropriate and effective safeguarding practices.

In addition, there is a need to:

- put in place and implement effectively important statutory policies and procedures, including a policy for 'Promoting a Dignified Workplace'<sup>10</sup> and an associated code of conduct for staff, which are needed to govern the professional conduct of all staff and safeguard their welfare; and
- develop further the capacity of the safeguarding/child protection team to exercise its function effectively in the best interests of the pupils.

The Education and Training Inspectorate will continue to monitor and report on the quality of the school's pastoral provision, and the associated areas for improvement, as part of the formal follow-up inspection process.

With regard to the unsatisfactory arrangements for safeguarding, further action will be considered by the Department of Education.

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<sup>10</sup> Teachers' Negotiating Committee 2005/2

## **FURTHER ADDENDUM TO THE REPORT ON THE INSPECTION OF DE LA SALLE COLLEGE, NOVEMBER 2016**

### **SAFEGUARDING**

The Education and Training Inspectorate was commissioned by the Department of Education to undertake a second follow-up inspection of the arrangements for child protection/safeguarding in De La Salle College, Belfast; this inspection took place on 19 May 2017. The purpose of the visit was to ensure that the areas for improvement identified during the original inspection and the subsequent follow up inspection were being addressed.

On the basis of the evidence available, the revised arrangements now reflect broadly the guidance issued by the Department of Education. Appropriate arrangements have been put in place for maintaining and recording complaints and disclosures and for raising staff awareness of effective safeguarding practices. It will be important that the school: maintains the good work and stability of the recently re-constituted child protection team; continues to build the capacity of all staff in matters relating to child protection/safeguarding; and, ensures systematic monitoring and evaluation of the outworking of all policies and practices relating to child protection/safeguarding. Work has been undertaken on the development of a "Promoting a Dignified Workplace" policy and an associated code of conduct for staff; this policy should be implemented as quickly as possible.

During the interim period, the school reported that it had received extensive support from the Council for Catholic Maintained Schools.

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