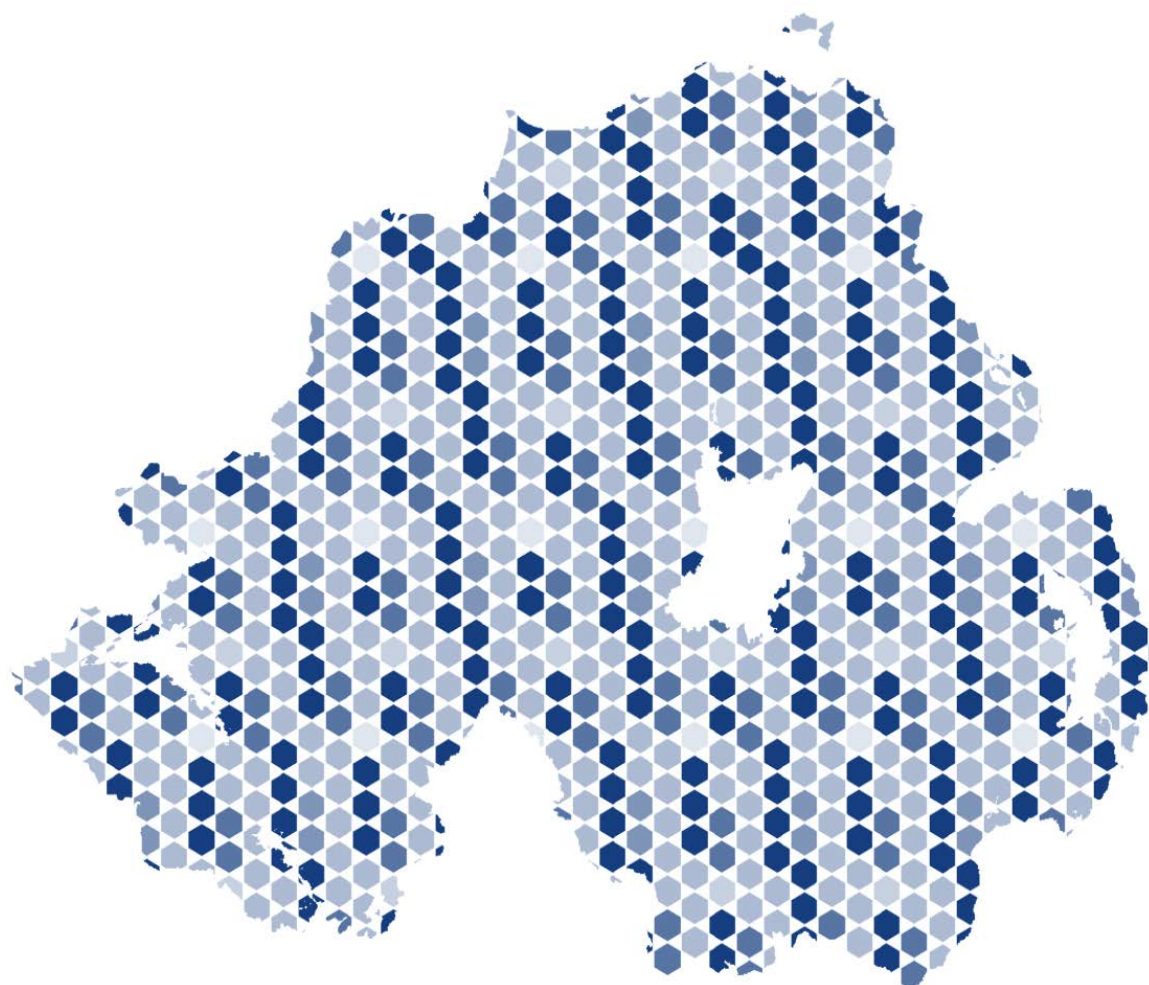


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

Hazelwood Integrated College,  
Belfast

Grant maintained, 11-18, integrated school

Report of an Inspection in  
February 2016

## 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 Achievement 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 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: <http://www.eti.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

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.

Seven percent (53) of the parents and almost 25% of the staff (19) responded to the online questionnaire. The staff who responded were positive about most aspects of the work of the school. A majority of the parents who responded affirmed the work of the school with 25 of them also providing comments, the majority of which were positive, showing appreciation for the inclusive ethos of the school and highlighting the approachable and caring staff. A small number of issues raised in the parents' questionnaire were reported to the principal and to the governors.

## **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.

In addition to the focus on English/literacy and mathematics/numeracy, there was a supplementary subject focus on art and design in this inspection.

## **3. Context**

Hazelwood Integrated College is a grant-maintained integrated school situated in North Belfast and it is currently celebrating its thirtieth anniversary. The school has been consistently oversubscribed and the current enrolment is 900 pupils. The percentage of pupils entitled to free school meals is 56%. The intake comes from a very wide range of primary schools within a seven mile radius. Around 20% of the pupils are identified as having significant barriers to their learning. Over 70% of the pupils enter the school below the expected levels of attainment in both English and mathematics.

Hazelwood Integrated College is active in contributing to the shared education agenda; for example, it is instrumental in leading projects such as 'Harmony North' which is a cross-denominational choir comprising students from nine post-primary schools across the area learning community.

Hazelwood Integrated School	2012-13	2013-14	2014-15	2015-16
Year 8 Intake	137	142	144	152
Enrolment	868	895	917	900
% Attendance (NI Average)	89.4% (91.3% )	89.7% (92%)	88.9% (N/A)	91.7% (N/A)
FSME Percentage <sup>1</sup>	41%	40%	54%	56%
% and (Number) of pupils on SEN register	34% (298)	32% (286)	32% (297)	20% (181)
No. of pupils with statements of educational needs in the mainstream school	57	58	57	60
No. of pupils with statements of educational needs in the Learning Support Centre (if appropriate)	N/A	N/A	N/A	N/A
No. of newcomers	60	44	44	34
<i>Intake<sup>2</sup>:</i>				
% of Y8 pupils with L5 English	*	N/A	N/A	N/A
% of Y8 pupils with L5 mathematics	*	N/A	N/A	N/A
% of Y8 pupils with L4 and above in English	49.6	N/A	N/A	N/A
% of Y8 pupils with L4 and above in mathematics	54	N/A	N/A	N/A

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

\* fewer than 5

N/A not available

#### 4. Overall findings of the inspection

Overall Effectiveness	Capacity to identify and bring about improvement
<b>Achievements and standards</b>	Good
<b>Provision for learning</b>	Good
<b>Leadership and management</b>	Very Good

#### 5. Achievements and standards

- Across the school, the pupils enjoy their learning and, when given the opportunity, most contribute with growing confidence to whole-class and small group discussions. As they progress through the school, the pupils share and discuss their ideas, defend their opinions, listen respectfully and respond sensitively to the views of others.

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

<sup>2</sup> From 2013, KS2 standards in English and mathematics are reported as Levels of Progression in Communication and Using Mathematics and cannot be compared directly with KS2 data from previous years

- The standards in English are an important area for improvement. Over the past three years, the pupils' attainment in GCSE English language at grades A\* to C has been consistently below the Northern Ireland (NI) average for similar schools. The school's former entry policy for GCSE English literature was over-ambitious and contributed to the low levels of attainment in two of the past three years. As a consequence of the significantly lower proportion entered in 2015, the percentage of pupils attaining at grades A\* to C rose to above the NI average. The English department needs to review the impact of this change in entry policy on the quality of the pupils' learning experiences and on the standards they attain. The small numbers of the pupils entered for GCE A level English literature attain standards which are significantly below the NI average.
- The pupils attain good standards in mathematics; they are motivated and enjoy learning and making progress in mathematics. The pupils attain standards in line with their ability; over the past three years, the pupils' attainment in GCSE mathematics at grades A\* to C has been in line with the NI average for similar non-selective schools. The standards attained by the small numbers of pupils who take GCE A level mathematics have followed a downward trend in recent years and this needs to be kept under review.
- The standards attained by the pupils in art and design are good. In all key stages, the pupils commit enthusiastically to learning and to developing skills associated with the creative disciplines. In two out of the past three years, the percentage of pupils attaining GCSE grades A\* to C in art and design has been above the NI average for similar non-selective schools. There is an upward trend in the percentage of pupils attaining at grades A\* to C in GCE A level art and design. Significantly, the pupils taking A level moving image arts achieved a 100% pass rate at grades A\* to C in two out of the past three years. The high level of the pupils' attainment is reflected in their numerous national and local film competition successes.
- In the past three years, the percentage of pupils attaining five or more GCSE examinations or equivalent at grades A\* to C has been consistently well above the NI average for similar non-selective schools in the same free school meals band. In addition, there is an upward trend in the percentage of pupils attaining five or more GCSEs or equivalent at grades A\* to C, including English and mathematics. Over the past three years, the pupils' achievements against this benchmark have been consistently above the NI average.
- There is variation in the standards attained by the pupils in individual subjects at GCSE grades A\* to C. Just over one-half of the subjects are in line with or above their respective three-year NI averages. In contrast, six subjects are more than ten percentage points below the three-year NI average.
- In two of the past three years, the percentage of pupils attaining three or more GCE A levels at grades A\* to C has been below the NI average. In 2015, the pupils' attainment at A level improved to being in line with the NI average. The performance of just over one-half of the individual subjects at GCE A level is below the respective three-year NI averages at grades A\* to C. At grades A\*-E, however, almost three-quarters of the subjects are performing in line with or above the averages.

- It is notable that the percentage of pupils entitled to free school meals attaining five or more GCSE examinations or equivalent at grades A\* to C, including English and mathematics, has increased from 18% in 2013 to 27% in 2015, which is above the NI average for similar schools. The pupils who require additional support with aspects of their learning make progress in line with their peers. In 2015, 78% of the pupils attained five or more GCSEs or equivalent at grades A\* to C.
- In 2014/15, the proportion of year 12 pupils who progressed to year 13 is well above the corresponding NI average, but the proportion of year 13 pupils who progressed to year 14 is well below the average, due to a number of pupils leaving school after completing level 2 qualifications. The proportion of pupils who, on completion of GCE A2 level study, enter higher education is broadly in line with the NI average for similar schools.
- Improving pupil attainment in public examinations has been prioritised by the school. The school recognises the need to continue to address the variation in standards across some subject areas. In addition, the school has identified the need to monitor more robustly the efficacy of the curricular intervention strategies to support those pupils at risk of low or underachievement, and to challenge ineffective practice where appropriate.

## **6. Provision for learning**

- Most (89%) of the lessons observed during the inspection were effective (good or better) in progressing the pupils' learning; just under one-third of the lessons observed were very effective (very good or better). This very effective practice was characterised by: a range of well planned and innovative teaching strategies linked directly to, and building skilfully upon, the whole school strategies in place to support the pupils in their learning; highly effective questioning by the teachers to extend the pupils' knowledge and deepen their understanding; and the effective use of information and communication technology (ICT) across a range of subject areas.
- In just over one-tenth of the lessons observed there were important areas for improvement. This less effective practice was characterised by: insufficient detail and depth in the planning to meet some of the complex needs of pupils across the ability range which resulted in over-direction by the teacher; and insufficient challenge, leading at times to some low-level pupil disengagement.
- The quality of planning was inconsistent. When it was most effective, in a significant minority of the lessons observed, it guided clearly the work of individual teachers and subject departments to provide a coherent, stimulating and inclusive learning programme for all pupils. In the less effective practice, the planning was not amended sufficiently to meet the range of abilities within the class and did not take sufficient cognisance of the pupils' prior progress. It is important that the senior leaders provide opportunities for staff to disseminate the effective practice in planning to inform the necessary improvement work in this area.

- The provision for learning in English is good. Around 80% of the lessons observed were effective (good or better) and a small number were highly effective in promoting the pupils' learning. In the most effective practice: the teachers establish very good working relationships with the pupils, based on mutual respect; the updated schemes of work are complemented by short-term planning which focuses sharply on the intended learning; and the teachers use a range of strategies, including ICT, to enhance the pupils' learning. There is evidence that the teachers have benefited from their involvement in the Department of Education's Promoting Improvement in English and Mathematics (PIEM) programme. In the less effective practice (important areas for improvement) in around 20% of the lessons observed: there are missed opportunities to extend the pupils' oral and thinking skills; and the marking of the pupils' work does not identify clearly enough how their work can be improved.
- Literacy and numeracy are both at early stages of development as whole-school priorities. As a consequence, the pupils' communication and numeracy skills are not developed sufficiently or consistently across the subjects. The literacy co-ordinator has recently and appropriately led staff training and piloted, with specific departments, practical strategies to improve the pupils' oral and writing skills.
- The provision for learning in mathematics is good. Most of the teaching observed in mathematics was effective (good or better), with just under one-half being highly effective. The pupils consolidate and extend their mathematical understanding by engaging positively, individually and collaboratively, and they offer answers willingly in class. The department has planned collegially for, and recently established, a programme for sharing good practice; it is timely to monitor more rigorously the impact of this programme on raising the standards for all of the pupils.
- The provision for learning in art and design is very good. All of the lessons observed were effective (good or better) and the majority of them were highly effective in promoting learning. The art department is a stimulating and inclusive learning environment where the needs of all the pupils are identified and supported well academically, technically and pastorally. The teachers monitor and evaluate the quality of provision to good effect and are dedicated to enhancing the learning provision for the pupils through appropriate external organisations and relevant professionals.
- The pupils who require additional support with their learning benefit from innovative learning programmes, tailored effectively to meet their specific individual needs. The individual and small group support for numeracy and literacy and the skilful use of emerging technologies to connect learning build the pupils' confidence and resilience. There are, however, some inconsistencies in the quality of the provision in the classroom setting. The school has prioritised appropriately the need to develop further the pupils' individual education plans to better inform learning and teaching across the school and to monitor more rigorously the pupils' progress.



- The care and support of each pupil is afforded a high priority by the school and is effective in supporting their learning and personal and social development. It is underpinned by an inclusive ethos and is driven by a whole school unity of purpose to strengthen the ethos as well as the pupils' attendance, behaviour and attainment. The recently restructured model for pastoral provision connects strategically and effectively the pastoral and academic priorities of the school; consequently, there is a more cohesive, holistic approach to supporting the pupils in their learning and developing their wider skills and dispositions.
- The school responds sensitively, and with flexibility, to the changing needs of the pupils and provides a relevant, pupil-led personal development programme to develop their values, knowledge and skills. As a result, pupils grow in confidence and empathy, learn to respect diversity and are empowered to participate more fully in the work of the school and the wider community. The pastoral care of the pupils is a particular strength of the care and support across the school.
- The broad, balanced and predominately pupil-centred curriculum at key stage (KS) 4 and post-16 offers the pupils a wide range of applied and general courses. The school has successfully developed effective partnerships and links with other schools and two local further education colleges who deliver a suitable range of level 2 and level 3 vocational courses to meet the needs, interests and abilities of all the pupils. The curriculum has been subject to continuous review for the past three years and is well-informed by local labour market intelligence.
- The careers education, information, advice and guidance is effective and most of the pupils demonstrate a good knowledge and understanding of the career options and progression pathways available at KS 4 and post-16. Well-established links exist with a wide range of businesses including local and national employers, providing extensive connections and valuable opportunities for the pupils to further develop their knowledge, skills and understanding of industry. The pupils at both KS 4 and post-16 gain an invaluable insight into the world of work during work experience in a broad selection of organisations.

## **7. Leadership and management**

- The recently established senior leadership team (SLT) structure, with an emphasis on distributive leadership, has its origins in the clear-sighted and strategic vision by the senior leaders for the school. This well-defined distribution of leadership roles and responsibilities is a strength and has already forged measureable, coherent and productive links between the pastoral and academic work of the school.
- The majority of the middle leaders provide clear curricular and pastoral leadership within their areas of responsibility. The SLT have identified appropriately the need to build further the effectiveness of middle leadership in areas such as robust monitoring and evaluation of the impact of action plans and intervention strategies on the pupils' learning and achievement, and on the effectiveness of classroom practice.

- The current school development plan<sup>3</sup> (SDP), which has been well informed both by data analysis and comprehensive consultation, is in the final year of its cycle. The school acknowledges that the inspection findings highlight and confirm the priorities that they have identified for the next SDP, in order to sustain and improve further the standards achieved by the pupils and the classroom practice.
- The governors are very knowledgeable about the life and work of the school, bring a broad range of expertise to the school and are strongly supportive of, and committed to, the inclusive and diverse ethos of the school; they exercise an appropriate challenge function to the senior leaders of the school. The ETI evaluation is that the school and wider community can have confidence in these aspects of governance evaluated. However, at the time of the inspection the ETI was aware of issues regarding some of the employment practices for which the governors are responsible, particularly in regard to the employment of non-qualified teachers, thereby limiting the confidence in this aspect of governance; the school subsequently provided assurances to address these issues.
- On the basis of the evidence available at the time of inspection, the school's arrangements for safeguarding young people are comprehensive. These arrangements reflect the guidance issued by the Department of Education. The pupils reported that they feel safe in school and know what to do if they are concerned about their safety or well-being.

## **8. Overall effectiveness**

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 in:

- addressing 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.

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<sup>3</sup> The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010

## Examination performance and other statistical data

### GCSE and equivalent examination results from 2012-13 to 2014-15

Based on data held by the school in SIMS<sup>4</sup> and verified with ETI, the table below compares the percentage of year 12 pupils in Hazelwood Integrated College achieving five or more GCSEs at grades A\* to C and equivalent subjects, 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>5</sup>.

#### Data on Year 12 (Key Stage 4) performance:

<b><i>GCSE and GCSE equivalent subjects - *following permitted exclusions</i></b>	<b><i>2013</i></b>	<b><i>2014</i></b>	<b><i>2015</i></b>
*Percentage of Year 12 taking GCSE & Equivalents in at least five subjects	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least five subjects	86	83	80
<i>The NI average for similar schools in the same free school meals category<sup>6</sup></i>	74	65.5	70.7
*Percentage of Year 12 obtaining Grades C or above in at least five subjects including GCSE English and GCSE Mathematics	38	41	42
<i>The NI average for similar schools in the same free school meals category</i>	33	34.9	38.4
*Percentage of Year 12 obtaining Grades E or above in at least five subjects	97	96	98.4
Percentage of Year 12 entitled to free school meals achieving five or more GCSEs Grades A* to C or equivalent (including GCSE English and GCSE Mathematics)	18	21	27

<sup>4</sup> SIMS: School Information Management System

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

<sup>6</sup> See benchmarking data and guidance contained in the DE Circular 2011/03: 'School Development Planning and Target-Setting'.

## Other Examination Results: Key Stage 4

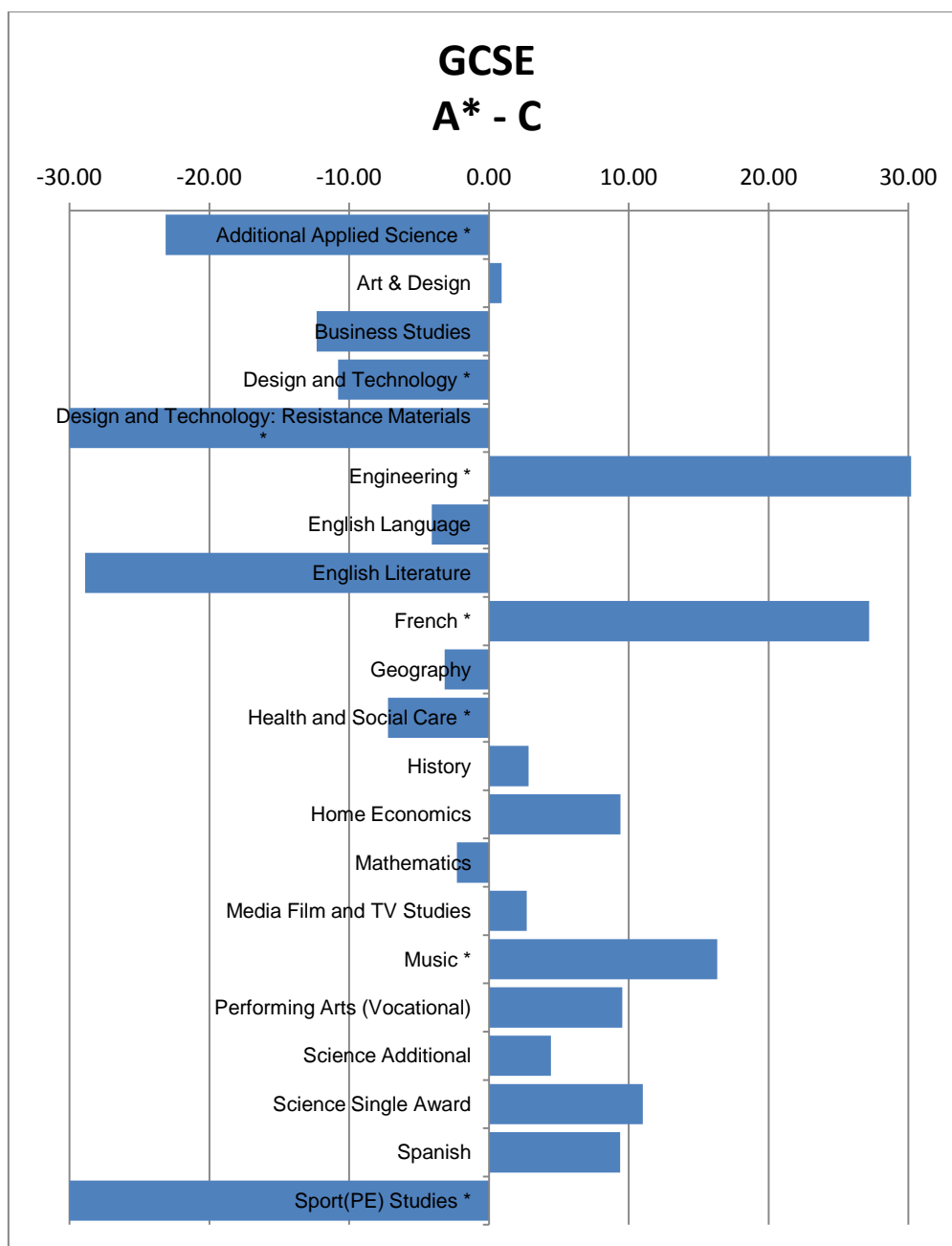
Based on data held by the school in SIMS and verified with ETI, the table below shows the percentage of year 12 pupils in Hazelwood Integrated College achieving grades A\* to C in vocational/applied courses equivalent to GCSE level. No average is available from the examining boards for the subjects in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

### Other level 2 courses taken in at least two of the last three years.

Level 2	2013	2014	2015	Total entry over 3 years
	% pass	% pass	% pass	
<i>ASDAN Level 2 Certificate in Personal and Social Development</i>	100	100	100	303
<i>BTEC Level 2 First Award in Engineering</i>	N/A	N/A	100	8
<i>BTEC Level 2 First Award in Health and Social Care</i>	N/A	N/A	95	20
<i>BTEC Level 2 First Award in Science</i>	N/A	N/A	100	14
<i>Essential Skills Application of Number Level 1 and Level 2</i>	74	72	80	115
<i>Level 2 Extended Certificate in Music Technology</i>	100	N/A	N/A	6
<i>Level 2 Certificate in Moving Image Production</i>	N/A	100	100	17
<i>Occupational Studies Level 1 and Level 2</i>	68	73	84	105
<i>OCR Level 2 National Award in ICT</i>	100	100	53	270
<i>OCR ICT (CLAIT)</i>	N/A	N/A	100	17
<i>OCR Level 2 Sport Science</i>	N/A	72	68	31
<i>Prince's Trust Level 2 Certificate</i>	100	100	100	85

## Attainment of pupils in individual subjects at GCSE level at grades A\* to C from 2012-13 to 2014-15

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

## GCE A level examination results at grades A\* to C from 2012-13 to 2014-15

Based on data held by the school in SIMS and verified with ETI, the table below shows the percentage of year 14 pupils in Hazelwood Integrated 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. The table compares the percentage of pupils achieving three or more GCEs at grades A\* to C with the NI average for non-selective schools in the same free school meals category<sup>7</sup>.

Data on Year 14 (A2) performance:

GCE A Level or equivalent	2013	2014	2015
Percentage of Year 14 taking A2 levels & Equivalents in at least three subjects	69	68.6	53.2
Percentage of Year 14 obtaining Grades C or above in at least three A2 levels	17	29	20
<i>The NI average for similar schools in the same free school meals category</i>	34	40	N/A
Percentage of Year 14 obtaining Grades E or above in at least two A2 levels	83	86	95

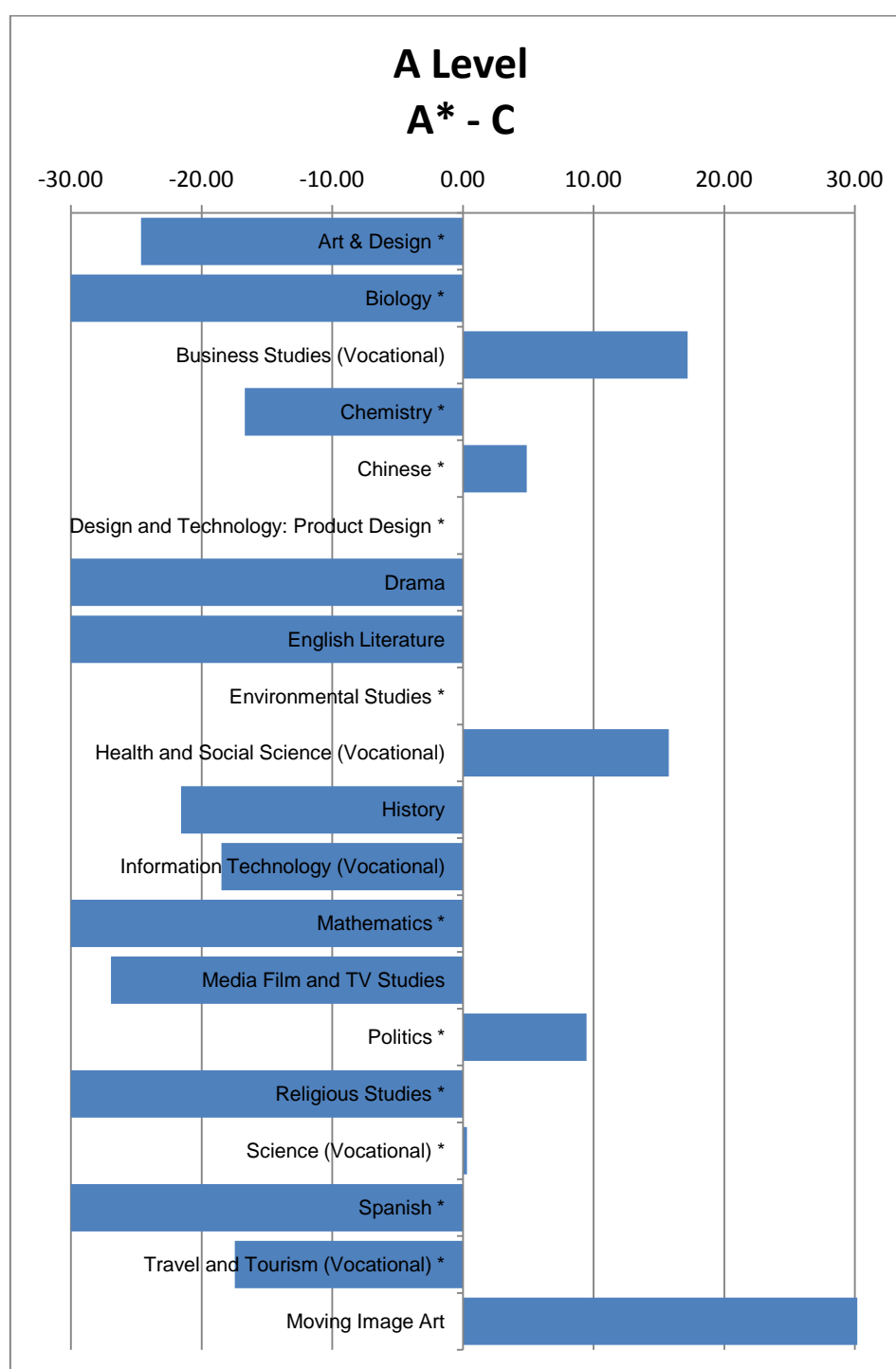
*Source: Data as held and verified by the school, with DE benchmarks.*

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

## Attainment of pupils in individual subjects at GCE A level at grades A\* to C from 2012-13 to 2014-15

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

## OTHER EXAMINATION RESULTS: POST-16

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

Level 3	2013	2014	2015	Total entry over 3 years
	% pass	% pass	% pass	
<i>Certificate of Personal Effectiveness</i>	100	100	100	75
<i>OCR Level 3 National Certificate in Sport</i>	100	100	N/A	8
<i>BTEC Level 3 Subsidiary Diploma Construction</i>	100	100	N/A	2
<i>BTEC Level 3 Subsidiary Diploma in Engineering</i>	100	N/A	100	5
<i>BTEC Level 3 Subsidiary Diploma in Health and Social Care</i>	N/A	N/A	100	8
<i>OCR Level 3 Cambridge Technical Introductory Diploma in Sport</i>	N/A	N/A	100	8
<i>City and Guilds Level 3 Soccer Academy</i>	N/A	N/A	100	9
<i>Level 3 Subsidiary Diploma in Hospitality</i>	N/A	N/A	100	5



### 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 Hazelwood Integrated College from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for non-selective schools. This data is from school census returns to the Department of Education for the most recent year for which data is available.

	NI Average	School
% Yr 12 staying on to Yr 13	52.9	73
% Yr 13 staying on to Yr 14	79.5	65

### Leavers' destinations

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

	School	NI	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	144	13187			
Employment	7.6%	8.8%			
Further Education	40.3%	46.0%		48	10
Higher Education	18.8%	21.2%			27
Work-based Learning (Training)	16%	16.9%			
Unemployed	6.3%	3.6%			
Unknown	7.6%	3.6%			

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