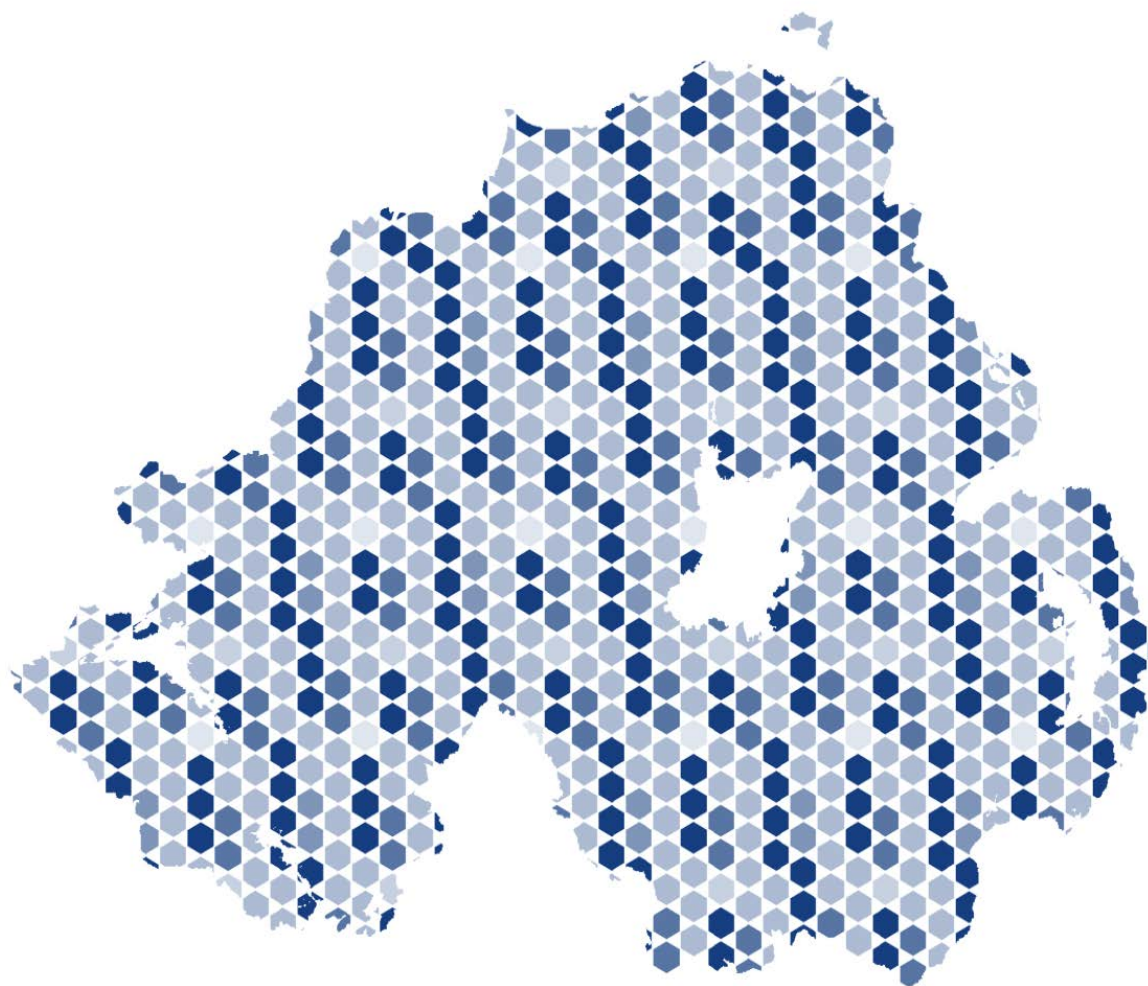


Education and Training Inspectorate

POST-PRIMARY INSPECTION



Brownlow Integrated College, Craigavon, County Armagh

Controlled integrated, non-selective 11-16 school DE Ref No (525-0216)

Report of an Inspection (involving Action Short of Strike) in April 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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INTRODUCTION

1. Context

Brownlow Integrated College is a co-educational, non-selective 11-16 school, situated in an area of high social deprivation in Craigavon. While located within the Craigavon two-tier system, it is not part of this arrangement. However a significant minority of pupils transfer into the school at the end of Key Stage (KS) 3 from Lurgan Junior High and St John the Baptist College. The school benefits from collaborative learning and teaching arrangements with partner schools and the further education college. A new principal was appointed in September 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 principal and vice-principal 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.

Brownlow Integrated College	2015-16	2016-17	2017-18	2018-19
Year 8 Intake	35	57	62	64
Enrolment	270	259	285	318
% Attendance (NI Average)	89.8% (92.0%)	88.5% (91.8%)	87.1% (N/A)	N/A (N/A)
FSME Percentage ¹	52.5%	53.2%	51.2%	49.0%
% and (Number) of pupils on SEN register	31.1% (84)	33.5% (87)	36.4% (104)	37.1% (118)
No. of pupils with statements of educational need in the mainstream school	29	28	30	41
No. of newcomers	21	43	27	44

Source: data as verified by the school.
N/A not available

2. Pupils', parents' and staff questionnaire responses

Sixty-four percent (203) of the pupils across all key stages completed an online questionnaire. Overall, the responses were positive about their experiences with the pupils appreciating how the school: provides an inclusive and welcoming environment; listens to their views and offers opportunities for them to participate in extra-curricular activities. Almost one-half (47%) of the pupils responding provided written comments, sharing their views and experiences of school life.

A very small number of parents (7) and staff (9) responded to the online questionnaires. Most of the responses to the parental questionnaires were positive. The staff who responded to the online questionnaire indicated their support for the work of the school.

No teachers responded to the online questionnaires.

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

Any issues raised in the questionnaires were discussed with the principal and the representatives of the governors.

3. Focus of the inspection

In order to promote improvement in the interest of all pupils, the purpose of a post-primary inspection is 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.

The ETI was unable to evaluate fully:

- the quality of the provision and the overall outcomes for the pupils;
- the school's leadership and management and its capacity to effect and sustain improvement in its provision and standards;
- the quality of provision in English and literacy, mathematics and numeracy; and
- the quality and impact of the provision for care, welfare and support of the pupils.

Where it has been possible to evaluate aspects of the foci, they have been reported in the body of the report.

4. Overall findings of the inspection

Overall Effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Quality of Provision	No performance level available
Leadership and management	No performance level available

KEY FINDINGS

5. Outcomes for learners

- The outcomes in public examinations at KS 4 require urgent improvement.
- Over the past three years, only one-quarter of the pupils (25.7%) attained five or more GCSEs or equivalent at grades A* to C, including English and mathematics. The proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C has been significantly below the Northern Ireland (NI) average for similar schools in 2016 and 2018 and well below in 2017.

- Over the same period, too few pupils attained both GCSE English and mathematics at grades A* to C; however, a majority attained a GCSE grade C or better in science. In 2018, too many pupils, while achieving a grade C or better in GCSE English, did not achieve a grade C or better in GCSE mathematics and also did not achieve the headline measure of five or more GCSEs at grades A* to C.
- While attainment for pupils entitled to free school meals at five or more GCSEs or equivalent at grades A* to C, including English and mathematics, was in line with their peers in 2018, this is significantly below the corresponding NI average.
- The performance of most of the individual subjects at GCSE grades A* to C² is below the corresponding NI average, with a majority of these being more than twenty percentage points below.
- In 2017, almost all of the pupils in year 12 progressed to a range of post-16 provision including FE, training and transferring to year 13 in another post-primary.
- It is noteworthy that the pupils who met with the inspectors were confident and articulate in expressing their views, while being respectful of each other. The recently established school council is providing opportunities for pupil representatives to develop their leadership skills.

The ETI was unable to evaluate fully:

- the standards attained by the pupils in English and literacy, mathematics and numeracy; and
- the progression in the pupils' learning; and
- the pupils' wider skills and dispositions.

6. Quality of Provision

- While the curriculum at KS 4 is broad and balanced appropriately, a review of its suitability and the associated examination entry policy for all of the pupils is now a high strategic priority. It will be important that the review takes due cognisance of: the abilities, interests and aspirations of all the pupils, including the number of subjects taken; considers how the proposed changes to the curriculum will impact on the outcomes for the pupils; and be well-informed by the local and regional economy. The collaboration with the area learning community also needs to be developed further to ensure that an appropriate range of relevant qualifications and career pathways are provided for the pupils.
- The provision for careers education, information, advice and guidance (CEIAG) is delivered through a taught programme of careers and the GCSE in learning for life and work. The programme is supplemented by careers events, individual careers guidance interviews and preparation for interviews. Work experience placements are available to all year 12 pupils. In discussions with the pupils, most of them report that they understand the range of progression pathways available to them and the subject choices to support their progression. The pupils, however, would benefit from a wider range of careers events to support them further to make effective, informed and impartial careers-related decisions.

² In those subjects for which there are corresponding NI subject averages.

- Over one-third of the pupils require additional support with aspects of their learning. The school places an important focus on supporting pupils at risk of disengaging and not achieving to their full potential and has established important links with a wide range of statutory and non-statutory agencies. The provision for all pupils, including any interventions and strategies employed to address barriers to learning, needs to be monitored robustly to ensure that it impacts effectively on the pupils' learning and progress.
- In the discussions, the pupils expressed appreciation for the support of their teachers and their enjoyment of the range of extra-curricular activities provided, through which for example they are able to make a positive contribution in the local community.

The ETI was unable to evaluate fully:

- the impact of the curriculum;
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching and assessment in promoting learning;
- the quality or overall impact of the CEIAG provision;
- the quality of provision in English and literacy, mathematics and numeracy; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- The ongoing school development planning process is increasingly inclusive and focused appropriately on the identification of key emerging priorities for improvement with effect from September 2019. There has been an important review of the impact of the actions associated with the current school development plan. A strategic focus on management of staff attendance has resulted in a substantive saving in the academic year to date.
- The senior leadership team (SLT) has been restructured recently, with each member of the team having responsibility and accountability for specific strategic roles to support the improvement process. In this academic year, there has also been a clustering of curriculum leaders to allow for professional dialogue.
- Given the urgent need to improve outcomes in public examinations at KS 4, the school needs to ensure its reflective practice and self-evaluation is based on the systematic gathering and analysis of first-hand evidence of the quality of the pupils' learning and their work.
- The governors are proud of the school's integrated ethos and have a strong commitment to pupil welfare. A sub-committee for finance is focused on the management and reduction of the sizeable financial deficit, while a strategic marketing group is focused on addressing the school's sustainability. The governors recognise the need to urgently improve pupils' outcomes in public examinations. To develop further their capacity to provide appropriate challenge

and promote greater accountability, they need to be presented with a wider range of first-hand evidence. This is essential if they are to support more effectively the senior leaders in the necessary raising of standards through more rigorous, better-informed monitoring and evaluation of the pupils' outcomes. Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be limited confidence in the aspects of governance evaluated.

- It is important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the pupils and the staff.

The ETI was unable to evaluate fully:

- the effectiveness and impact of the senior leadership of the school;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement.

8. Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance from the Department of Education. The school is reviewing and updating its pastoral policies in line with current guidance. Some are in the process of being ratified and others are being more thoroughly reviewed through consultation with pupils, parents, staff and governors. Owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school. In discussions 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 welfare.

CONCLUSION

9. Overall effectiveness

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.

Health and safety/accommodation

1. There are no visibility panes in all doors to teaching spaces.

Examination performance and other statistical data

GCSE and equivalent examination results from 2015-16 to 2017-18

Based on data held by the school in SIMS³ and verified with the ETI, the table below compares the percentage of year 12 pupils in Brownlow Integrated 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 band⁴.

The table also includes the percentage of year 12 pupils in Brownlow Integrated College achieving five or more GCSE examinations and equivalent, including English and mathematics at grades A* to E. In this instance, there is no NI average available.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2015-16	2016-17	2017-18
<i>*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects</i>	98.6	97.6	100
<i>*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects</i>	41.4	54.8	30.5
<i>The NI average for similar schools in the same free school meals band⁵</i>	<i>72.2</i>	<i>68.4</i>	<i>N/A</i>
<i>*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics</i>	22.9	42.9	17.0
<i>The NI average for similar schools in the same free school meals band</i>	<i>38.1</i>	<i>38.6</i>	<i>N/A</i>
<i>*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects</i>	84.3	78.6	69.5
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	30.0	16.7

³ SIMS: School Information Management System

⁴ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

⁵ The benchmarking bands for 2015/16, as set in in Circular 2017/8 'School Development Planning and Target-Setting' are different to those used in preceding years; therefore, trend comparisons with previous years' benchmarking data need to be treated with caution.

Attainment of pupils in individual subjects at GCSE level or equivalent

(The three year average is expressed as a percentage of the pupils entered)

Grades A* - C

	2015-16	2016-17	2017-18
Number of pupils in Year 12 cohort	70	42	59

GCSE Subject or equivalent	Number of Entries	School A* to C	Northern Ireland A* to C
Art & Design	39	15.4	75.8
Business and ICT	12	0	N/A
Business Studies	24	25	60.7
D&T Resistant Materials	20	15	65.9
Drama	*	77.8	78.1
English Language	170	50.6	67.5
English Literature	60	71.7	84.5
French	21	47.6	74.9
Geography	39	56.4	64.8
German	*	100	64.9
History	36	52.8	65
Home Economics	26	19.2	67.7
Hospitality & Catering	16	18.8	61.3
Information Technology	46	56.5	71.5
Mathematics	163	34.4	52.7
Mathematics Further	11	90.9	84.8
Media Studies	53	73.6	65.4
Music	10	30	81.3
Occupational Studies: Beauty Services	10	100	N/A
Occupational Studies: Business Studies	21	66.7	N/A
Occupational Studies: Construction Studies	23	60.9	N/A
Occupational Studies: D&T Graphic Product	14	92.9	N/A
Occupational Studies: Practical Craft	41	80.5	N/A
Occupational Studies: Engineering	35	57.1	N/A
Occupational Studies: Preparation for Work	15	66.7	N/A
Occupational Studies: Public Services	*	100	N/A
Polish	*	100	N/A
Portuguese	*	88.9	N/A
Preparation for work	162	51.2	74.1
Prince's Trust: Personal Health (NQF)	6	83.3	N/A
Religious Studies	47	31.9	65.1
Science Double Award	38	85.5	83.4
Science Single Award	130	54.6	70
Sport/PE Studies	35	37.1	70.1

* indicates fewer than 10 entries over 3 years

STAYING ON RATE⁶ 2017/18

Based on data held by the school and verified with the ETI, the table below shows the percentage of the pupils who stay on at school compared with the NI average for all schools and for the most recent year for which data is available.

	NI Average	School ⁷
% Yr 12 staying on to Yr 13	49.5	14.0
% Yr 13 staying on to Yr 14	74.2	N/A

Leavers' Destinations⁸ 2016/17

Based on data held by the school and verified with the ETI, the table below shows the percentage of all of the pupils from this school who leave school to enter employment, further education, higher education, and training or are seeking employment compared with the average for non-grammar schools and for the most recent year for which data is available.

	NI No. (%)	School No. (%)
Total Number of Leavers	12256	51
Employment	1497 (12.2%)	3 (5.9%)
Institute of Further Education	5512 (45.0%)	45 (88.2%)
Training ⁹	1924 (15.7%)	3 (5.9%)
Unemployment	448 (3.7%)	0.0%
Others	223 (1.8%)	0.0%

Source for NI data:

Destination of School Leavers by year group, 2016/17 - NON-GRAMMAR SCHOOLS¹⁰

- *fewer than 5 cases
- # figures suppressed

⁶ The percentage of pupils who stay on at school compared with the Northern Ireland average for all schools, this rate is calculated in terms of pupils who progress their level of study, whether at their original or a new school. Pupils that move schools between years are counted as 'staying on' at their original school as they are progressing their study within the school system.

⁷ Percentage transferring to year 13 in another post-primary school.

⁸ Destination is defined by Institution. Institutions may provide courses at both Further and Higher Education levels.

⁹ Numbers entering training include those entering the Training for Success programme, operated by the Department for the Economy. Training on Training for Success is delivered by a range of training providers, including Further Education Colleges. Training for Success trainees who receive training at Further Education Colleges are recorded as being in training and not in Further Education. This convention avoids double counting of Training for Success trainees.

¹⁰ Excludes special and independent schools.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework publication, which is available at:

<http://tinyurl.com/ISEF-Post-Primary>.

The arrangements for this inspection included: meetings with the principal, vice-principal, a meeting with representatives from the governors, meetings with a range of professionals who work in close collaborations with the school in support of the pupils; formal discussions with groups of pupils; review of documentation and data; and the opportunity for all pupils, parents, teaching and support staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

Quantitative terms

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management¹¹:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

¹¹ And the overall provision in a subject area or unit, as applicable.

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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