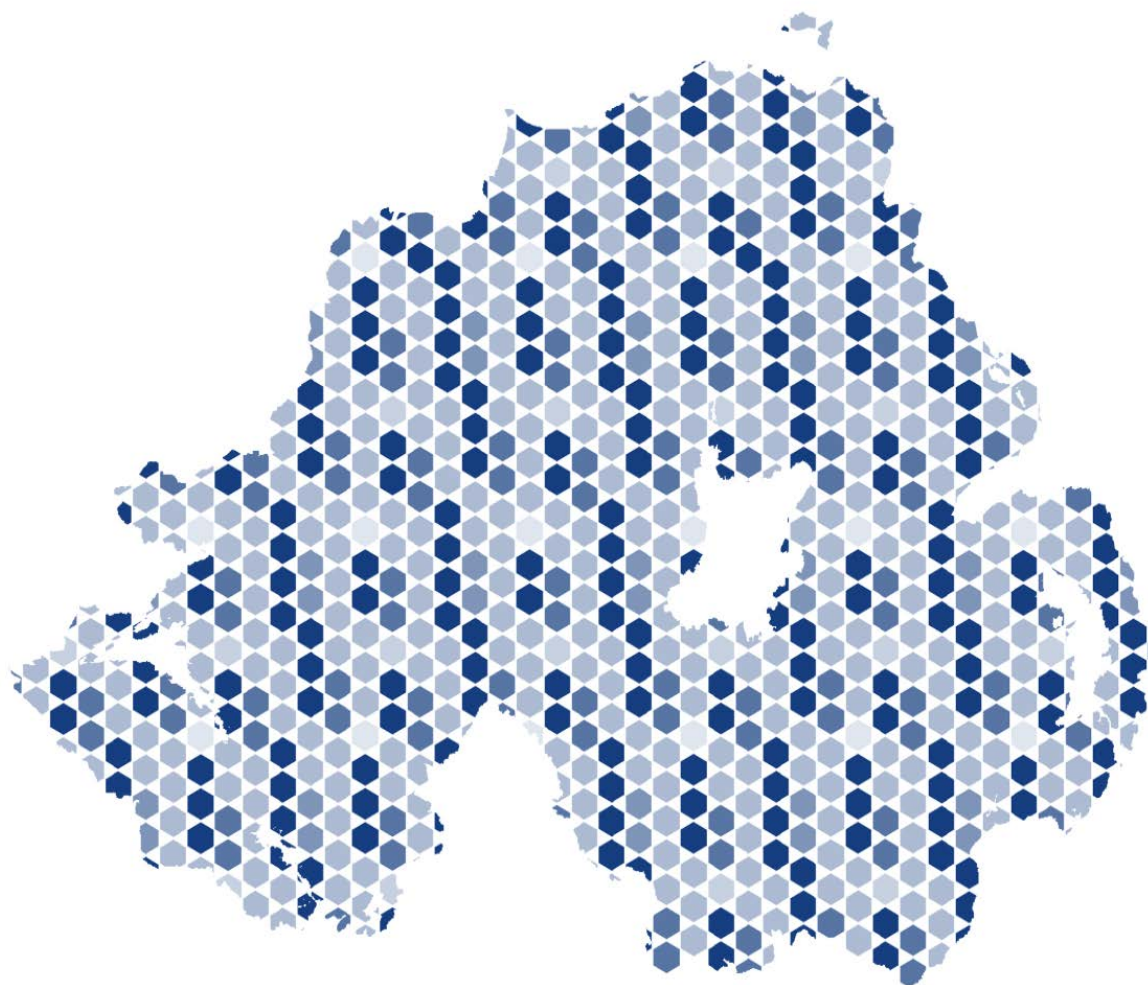


Education and Training Inspectorate

POST-PRIMARY INSPECTION



St Ciaran's College, Ballygawley, County Tyrone

Maintained, co-educational 11-19 school DE Ref No: 523-0152

Report of an Inspection (Involving Action Short of Strike) in
December 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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1. Context

St Ciaran's College attracts pupils from the town of Ballygawley and its wider rural area. The school is oversubscribed on entry to year 8 and the post-16 provision includes a year 15 option for pupils requiring an additional year to complete their post-16 courses. The school participates in the Dungannon and Cookstown area learning community. The pupils are involved in a shared education project with a controlled post-primary school and participate in a community relations programme with two other controlled post-primary schools.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute and also workload and other management issues. The industrial action includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that none of the teachers would be co-operating with the inspection. The leadership co-operated with the inspection in relation to safeguarding responsibilities and governance. The ETI has a statutory duty to monitor, inspect and report on the standards of education and professional practice among teachers 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.

The school provided the following data but did not validate it:

St Ciaran's College	2016/17		2017/18		2018/19		2019/20	
	No.	%	No.	%	No.	%	No.	%
Year 8 Intake	131	-	128	-	130	-	142	-
Total Enrolment	789	-	795	-	760	-	773	-
Attendance (NI Average*)	-	94.2 (91.8)	-	93.7 (91.9)	-	94.2 -	-	N/A -
Free School Meal Entitlement	218	27.63	214	26.92	194	25.53	195	25.23
Pupils on SEN Register	227	28.77	249	31.32	228	30.00	137	17.72
No of Pupils with Statements	49	-	47	-	35	-	38	-
No of Newcomer Pupils	39	-	43	-	46	-	39	-

** Northern Ireland Statistic & Research Agency: Attendance at grant-aided primary, post- primary and special schools: Detailed Statistics - 2016/17, 2017/18*

2. Pupils', parents' and staff questionnaire responses

As a result of the action short of strike, the online questionnaire information was not distributed to pupils, parents and staff. Therefore, it is not possible to report on the views of parents and staff.

Where it has been possible to report on the views of pupils through discussions with inspectors, these views have been reported in the body of the report.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, the inspection linked internal and external approaches to:

- evaluate the quality of the provision and the outcomes for the learners;
- 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 history in this inspection.

The ETI was unable to evaluate:

- 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 history;
- 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

5. Outcomes for learners

- The pupils who met with inspectors were respectful and courteous. They spoke about their opportunities across the key stages to take on leadership roles such as prefects, members of the school council and the buddy programme.

The analysis that follows is based on the data provided by the school. The school did not validate the data; the ETI was unable to consider and discuss the school’s evaluations of outcomes for learners or discuss the context and background to the performance of the pupils.

- Over the past three years, the proportion of pupils attaining five or more GCSE qualifications (including equivalents) at grades A* to C, including English and mathematics, has been in line with the Northern Ireland (NI) average¹. The proportion of pupils entitled to free school meals attaining at this level has been above or in line with the corresponding NI average.
- Over the past three years, the proportion of pupils attaining three or more GCE A level qualifications (including equivalents) at grades A* to C has increased from in line with to above the NI average².
- The school leavers’ destinations data indicates that a majority of year 14 pupils in 2018 progressed to higher education courses.

¹ For schools in the same free school (FSM) meal band.

² For schools in the same FSM meal band.

The ETI was unable to evaluate:

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

6. Quality of provision

- The pupils who met with the inspectors talked positively about: the assistance they receive from their teachers; how target-setting is used to support their learning; and, the opportunity to take part in a wide range of extra-curricular activities including sport and music.

The ETI was unable to evaluate:

- 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 careers education, information, advice and guidance provision;
- the quality of provision in English and literacy, mathematics and numeracy and history across the school; and,
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- The governors report that they gain first-hand information on the key priorities for school improvement from a range of stakeholders, including senior and middle leaders and pupils. They have overseen and managed a restructure of the senior leadership team, including clarification of roles and responsibilities. When appropriate, the governors have challenged and supported under-performing departments; they report support for the whole-school priority of raising attainment of boys at GCSE. It will be important for the school to monitor closely the outcomes for these pupils.

The ETI was unable to evaluate:

- 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. Owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school. The pupils who met with the inspectors reported that they feel safe in school and know what to do if they have any concerns about their safety or well-being.

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. The school is a high priority for future inspection with no further notice.

Examination performance and other statistical data

The school provided the following data but did not validate it; the ETI was unable to consider and discuss the school's evaluations of outcomes for learners or discuss the context and background to the performance of the pupils.

Data Year 12 performance

GCSE and GCSE Equivalent Subjects - *following permitted exclusions	2016/17	2017/18	2018/19
*Percentage of Year 12 taking GCSE and Equivalents in at least 5 subjects	100	100	98.06
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	86.79	96	79.61
<i>The NI average for non-grammar schools in the same FSM band*</i>	81.8	82	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	60.38	64.8	63.11
<i>The NI average for non-grammar schools in the same FSM band*</i>	61.4	62.8	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	98.11	99.2	92.23
Percentage of Year 12 entitled to FSM achieving 5 or more GCSEs Grades A - C or equivalent (including GCSE English and GCSE Mathematics)	52.94	53.85	42.86

* Median for each year from the Department of Education benchmarking Quartiles for non-grammar schools in the same FSM band

[BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2016/17 https://tinyurl.com/Benchmarking-Data-16-17](https://tinyurl.com/Benchmarking-Data-16-17)

[BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2017/18 https://tinyurl.com/Benchmarking-Data-17-18](https://tinyurl.com/Benchmarking-Data-17-18)

Data Year 14 performance

GCE A Level or equivalent	2016/17	2017/18	2018/19
Percentage of Year 14 taking A levels and Equivalents in at least 3 subjects	95.77	98.78	100
Percentage of Year 14 obtaining Grades C or above in at least 3 A levels	57.75	73.17	77.36
<i>The NI average for non-grammar schools in the same FSM band*</i>	61.9	68	N/A
Percentage of Year 14 obtaining Grades E or above in at least 2 A levels	98.59	100	100

* Median for each year from the Department of Education benchmarking Quartiles for non-grammar schools in the same FSM band

Staying On Rate³

2018/19

% Yr12 staying on to Yr13	54.5	NI Av. Year 13	48.7
% Yr13 staying on to Yr14	74.0	NI Av. Year 14	74.2

³ Pupils counted for staying on rates for pupils in year 13 in 2018/19 are those that were in the final year of a level 2 qualification in 2017/18 and were in the first year of a level 3 qualification in 2018/19. This figure is divided by the number of pupils in the final year of a level 2 qualification in 2017/18. Pupils that repeat GCSEs are not counted as 'staying on'. Pupils that move schools between years are counted as 'staying on' (this is counted as part of the total of the school where the pupil sat their level 2 qualification). This means that schools without a sixth form have a staying on rate and that if a pupil moves from a non-grammar school to a grammar school they have been included in the figures for non-grammar pupils.

Leavers' Destinations 2017/18

	NI		School		NI Yr12		School Yr12		NI Yr13		School Yr13		NI Yr14		School Yr14		Level 2 (No.)	Level 3 (No.)	Level 4 and above (No.)
	No	%	No	%	No	%	No	%	No	(%)	No	(%)	No	(%)	No	(%)			
Total Number of Leavers	11802	100%	168	100.0%	5547	100%	60	100.0%	1275	100%	18	100.0%	4980	100%	90	100.0%			
Employment	1562	13.2%	15	8.9%	391	7.0%	*	*	322	25.3%	*	*	849	17.0%	10	11.1%			
Institute of Further Education	5159	43.7%	34	20.2%	3417	61.6%	18	30.0%	588	46.1%	6	33.3%	1154	23.2%	10	11.1%	7	24	*
Institute of Higher Education ^[1]	2622	22.2%	56	33.3%	*	*	0	0.0%	*	*	0	0.0%	#	#	56	62.2%		0	56
Training ^[2]	1823	15.4%	55	32.7%	1445	26.1%	38	63.3%	209	16.4%	7	38.8%	169	3.4%	10	11.1%			
Unemployment	391	3.3%	*	*	156	2.8%	*	*	90	7.1%	0	0.0%	145	2.9%	*	*			
Others	245	2.1%	*	*	138	2.5%	0	0.0%	#	#	*	*	#	#	*	*			

Source for NI data: Destination of School Leavers by year group, 2017/18 - NON-GRAMMAR SCHOOLS^[3]

• * fewer than 5 cases

• # figures suppressed

[1] Includes universities and teacher training colleges.

[2] 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.

[3] Excludes special and independent schools.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework publication is available on the [ETI website](http://tinyurl.com/ISEF-Post-Primary): <http://tinyurl.com/ISEF-Post-Primary>.

The arrangements for this inspection included: meetings with leadership, including representatives from the governors; formal discussions with some pupils (in groups); review of safeguarding documentation and data provided but not validated by the school; and the opportunity for all pupils, parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number returned
Pupil	As a result of the action short of strike, the online questionnaire information was not distributed to pupils, parents and staff.
Parents	
Teacher	
Support staff	

The tabulated SIMS information has not been verified by the school.

GCSE Grading 2019

The Department of Education has indicated there are no plans to change school performance measures at A*-C with the introduction of the new C* grade. For GCSEs graded 9-1 this performance measure will be 9-4. For the ETI, data on performance in public examinations continues to be only one of the measures that contributes to the evaluation of outcomes for learners.

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 management⁴:

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

⁴ 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:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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