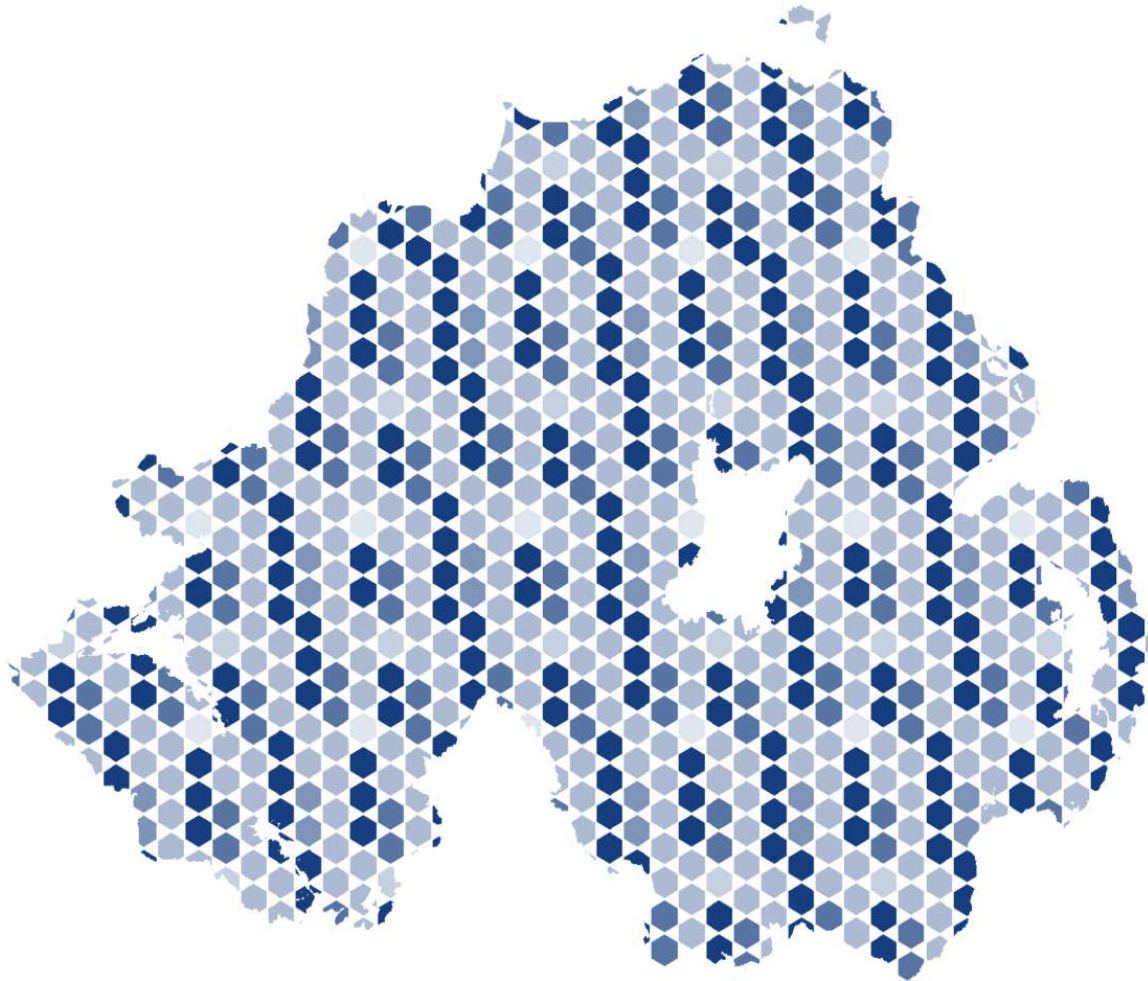


Education and Training Inspectorate POST-PRIMARY INSPECTION



Dunclug College, Ballymena, County Antrim

Controlled co-educational, non-selective, 11-18 school DE ref no (321-0208)

Report of an Inspection (Involving Action Short of Strike) in January 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

Dunclug College is a co-educational non-selective school in Ballymena. The school draws its intake from the town and the immediate surrounding area; it is over-subscribed at entry to year 8. Over the last four years there have been significant changes in staffing and due to the closure of another local controlled school, the transition and integration of new pupils across year groups. The school is an active member of the Ballymena Learning Together area learning community and is involved in a shared education programme with a local maintained post-primary school.

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 senior leaders, some middle leaders and a minority of teachers 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.

Dunclug College	2015-16	2016-17	2017-18	2018-19
Year 8 Intake	144	166	137	148
Enrolment	838	868	851	834
% Attendance (NI Average)	94.4% (92.0%)	92% (91.8%)	92% (N/A)	N/A (N/A)
FSME Percentage ¹	35.9%	38.1%	37.0%	41.7%
% and (Number) of pupils on SEN register	37.1% (311)	39.4% (342)	38.8% (330)	38.5% (321)
No. of pupils with statements of educational needs in the mainstream school	37	40	42	40
No. of newcomers	*	7	7	8

Source: data as verified by the school.

N/A not available

* fewer than 5

2. Pupils', parents' and staff questionnaire responses

Thirteen of the pupils, from year 12 and year 14, responded to the online questionnaire. Overall, the responses were positive about their experience of the school, with the pupils recognising: how the school listens to their views; that when they need it, they can get support with their work; and that they know who to go to in school if they are upset, worried or need help.

A small number of parents (8) and staff (12) responded to the online questionnaires. Nearly all of the responses to the parental questionnaire were positive, highlighting, for example, the pastoral care and strong communication between home and school. The small number of staff who responded to the online questionnaire were also positive, highlighting for instance, the staff development opportunities linked to school priorities.

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

The very few issues raised in the questionnaires were discussed with the principal and representatives of the governors.

3. Focus of the inspection

In order to promote improvement in the interests 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 and 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 pupils who met with inspectors were respectful and willing to give their views. At all key stages, pupils take on leadership roles and responsibilities. At post-16, for example, there are opportunities for peer mentoring, charitable fundraising and associated educational visits, which develop well the pupils' social awareness and team-working skills.

- In the last three years, there has been notable improvement in the pupils' attainment at key stage (KS) 4. The proportion of pupils attaining five or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics, has risen year-on-year and is well above the Northern Ireland (NI) average for non-selective schools in the same free school meals band; the attainment of those pupils entitled to free school meals at this measure has also improved year-on-year and in two out of the last three years, has been in line with the NI average. The proportion of pupils attaining five or more GCSE qualifications or equivalent at grades A* to C has also increased and is above the corresponding average. At the key GCSE benchmarks over the last three years, the gender gap in performance has decreased significantly
- In 2018, almost two-thirds of the pupils who require additional support in aspects of their learning attained five or more GCSE qualifications or equivalent at A* to C. It will be important for the school to monitor further the outcomes for those pupils who require additional support in aspects of their learning at GCSE and A level.
- Most of the subjects at GCSE grades A* to C² are in line with, or above, the subject averages.
- In two out of the last three years, the proportion of pupils attaining grades A* to C in at least three A levels or equivalent has been above or in line with the NI average for similar schools. However, there is variation in the standards attained by the pupils in individual subjects at A level³, with only one-third of the subjects in line with, or above, the subject averages.
- With a majority of year 14 progressing to higher education in 2017, this is almost ten percentage points above the NI average.

The ETI was unable to evaluate fully:

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

6. Quality of Provision

- In the lessons observed, the strengths included: the quality of the working relationships, detailed planning and differentiation, and relevant, meaningful activities which reflect the school's focus on promoting the enjoyment of learning. In a minority of lessons, better management of time would facilitate a plenary where the pupils' learning is consolidated and their thinking extended.
- The curriculum at KS 3 is broad, balanced and flexible. It is being adapted to meet the changing needs and interests of the pupils, and to inform the pupils' subject choices at transition to KS 4.

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

³ In those subjects for which there are corresponding NI subject averages.

- At KS4, the pupils access a suitably wide range of general and applied subjects, and there is a consistently strong uptake of science, technology, engineering and mathematics related subjects, with successful outcomes. However, the outcomes achieved for a minority of the pupils at KS 4 indicate that the number of subjects taken do not always match their needs and abilities. The school needs to analyse further its wide range of internal and external data to ensure that the examination entry policy and the curriculum options for these pupils are meeting their needs and abilities.
- The post-16 curriculum offer meets the entitlement framework, supporting high outcomes at two grades A* to C, and the progression to higher education is well above the NI average. However, the proportion of boys achieving three or more A levels, including equivalents, at grades A* to C, is significantly below that of the girls. The school has identified this gap as an area for further development and is actively reviewing the range of subjects available and the career progression pathways.
- The school has implemented an interim system of private study at post-16; rigorous monitoring will need to focus not only on the pupils' development as independent learners, but also the impact of these arrangements on outcomes and progression. It will also be important to ensure that there are robust arrangements for the recording of daily attendance at post-16.
- Work experience placement opportunities are available to all year 12 and year 13 pupils and, appropriately, for pupils following particular courses.
- The care and welfare teams work together to provide personalised support programmes which help pupils address barriers to their learning. The school's 'pathways programme' is appropriately focussed on developing the pupils' self-management and resilience skills. It is based on a detailed knowledge and understanding of the pupils' social and emotional needs.
- In discussions with the inspectors, the pupils expressed their appreciation of the high expectations their teachers have for them and the support they receive from them, as well as the sporting and cultural extra-curricular activities which they enjoy. The pupils also spoke positively about the discrete programme for careers education, information, advice and guidance (CEIAG).

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 and mathematics and numeracy across the school; and,
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- The strategic leadership team articulates a clear, shared vision and works collaboratively to effect whole-school improvement. They have overseen the successful transition and integration of pupils from another school, alongside managing accommodation issues and the planning for a new school build. Over the last two years, the leadership teams have been reviewed and extended to meet the changing needs of the school and to build capacity at all levels.
- The school development planning process is informed by consultation with stakeholders and a rigorous analysis of the school's performance against NI benchmarks. The school development plan (SDP) identifies key priorities for the school's ongoing improvement work, including a consistent focus on the pupil's skills in literacy and numeracy. As the next cycle of improvement planning begins, it will present the SLT and governors with a timely opportunity to refine the SDP.
- While there is a purposeful process for self-evaluation across the school, there is variability in the quality of action plans emerging from this process. In the interest of promoting consistency, the senior leaders have established appropriately faculty groups in order to identify and disseminate the best practice in departmental self-evaluation which leads to robust action plans characterised by specific, measurable targets.
- The experienced governors have a good understanding of the pupils' achievements in relation to NI benchmarks. They are kept well-informed about the pupils' welfare, particularly those most at risk of disengaging from education. They have supported the school leaders in raising further the standards attained by the pupils, in making a significant number of staff appointments, in managing accommodation issues, and in the extensive planning process for a new school building. Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. In order to develop further their role, the governors need to be more closely involved in the ongoing review of whole-school policies.

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. It will be important to update the anti-bullying and relationships and sexuality education policies in line with current legislation and guidance. 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.

APPENDIX A

Health and safety

1. The arrangements for the opening of the delivery gate during the school day need to be reviewed.

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 SIMS⁴ and verified with the ETI, the table below compares the percentage of year 12 pupils in Dunclug 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 band⁵.

The table also includes the percentage of year 12 pupils in Dunclug 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
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	97.6	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	61.6	76.2	75.4
<i>The NI average for similar schools in the same free school meals band⁶</i>	<i>72.3</i>	<i>68.5</i>	<i>N/A</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	36.8	47.5	54.4
<i>The NI average for similar schools in the same free school meals band</i>	<i>43.5</i>	<i>44.3</i>	<i>N/A</i>
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	93.6	95.9	95.6
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	30.6	37.5	39

GCE A level and equivalent examination results at grades A* to C from 2015-16 to 2017-18

Based on data held by the school in SIMS and verified with the ETI, the table below shows the percentage of year 14 pupils in Dunclug College achieving three or more GCE A levels or equivalent at grades A* to C, compared with the NI average for non-selective schools in the same free school meals band.

GCE A Level or equivalent	2015-16	2016-17	2017-18
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	96.2	88.6	75.9
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	71.7	41.8	49.1
<i>The NI average for similar schools in the same free school meals category⁷</i>	<i>46.7</i>	<i>51.6</i>	<i>N/A</i>

⁴ SIMS: School Information Management System

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

⁶ 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.

⁷ 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	138	127	127

GCSE Subject or equivalent	Number of Entries	School A* to C %	NI A* to C %
Art and Design	45	88.9	75.8
Applied Business	67	67.2	60.7
BTEC Agriculture	36	100.0	N/A
BTEC Horsecare	*	100.0	N/A
BTEC Sports Studies	29	100.0	N/A
BTEC Sports Coaching	*	100.0	N/A
BTEC Sports Organisation	16	100.0	N/A
BTEC Sport/PE Studies	10	100.0	N/A
Child Development	56	73.2	70.0
Construction Studies	28	89.3	N/A
Construction	15	100.0	N/A
Design and Technology	78	84.6	70.5
Drama	15	93.3	78.1
Engineering	44	79.5	49.3
Engineering Materials	14	35.7	65.9
English Language	361	73.5	67.5
English Literature	70	92.9	84.5
French	28	46.4	74.9
Further Mathematics	13	92.3	84.8
Geography	36	72.2	64.8
History	57	47.4	65.0
Home Economics	40	80.0	67.7
Home Economics: Child Development	56	73.2	70.0
Hospitality & Catering	36	50.0	61.3
Information Technology	150	85.3	71.5
Journalism	*	44.4	N/A
LLW	22	54.5	74.1
Manufacturing	18	72.2	N/A
Mathematics	360	49.6	52.7
Media Studies	40	82.5	65.4
Media: Communication & Production	*	44.4	N/A
Music	28	71.4	81.3
Occupational Studies: Business	52	78.8	N/A
Occupational Studies: Construction Studies	12	75.0	N/A
Occupational Studies: Engineering	16	68.8	N/A
Occupational Studies: Graphic Products	27	96.3	N/A
Occupational Studies: Practical Craft	67	74.6	N/A
Office Technology (BCS)	94	60.6	62.8
Performing Arts	16	93.8	54.3
Preparation For Work	22	54.5	74.1
Preparation For Work (NQF)	91	100.0	N/A
Religious Studies	21	71.4	65.1
Resistant Materials	14	35.7	65.9
Science Double Award	113	96.5	83.4
Science Single Award	240	69.3	70.0

* indicates fewer than 10 entries over 3 years

Attainment of pupils in individual subjects at GCE A 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 14 cohort	55	85	60

GCE A level subject or equivalent	Number of Entries	School A* to C %	NI A* to C %
Applied Business	28	94.7	86.9
Applied Science	12	50.0	N/A
Art and Design	14	92.9	94.7
Biology	14	42.9	82.7
BTEC Business Studies	54	100.0	N/A
BTEC Childcare	29	100.0	N/A
BTEC Construction	3	66.7	N/A
BTEC Engineering	20	100.0	N/A
BTEC Sport Studies	32	93.8	N/A
Business (NQF)	10	90.0	N/A
Cambridge Technical Diploma in Business	64	96.7	N/A
Chemistry	*	33.3	88.5
Design and Technology	17	35.3	67.8
English Literature	18	50.0	84.6
Environmental Technology -Science Environmental	*	66.7	N/A
Geography	*	50.0	87.4
Health and Social Care	60	80.0	86.8
History	*	57.1	84.4
Home Economics	16	62.5	89.9
Information Technology	69	87.0	77.1
Journalism	*	25.0	N/A
Mathematics	*	44.4	88.6
Moving Image Arts (IT/Art)	26	73.1	N/A
Music	*	0.0	N/A
Performing Arts (Vocational)	21	95.2	86.1
Psychology	*	0.0	70.0
Religious Studies	*	75.0	88.8
Science Vocational (Life and Health Science)	11	54.5	68.9
Sociology	*	100.0	75.9
Travel and Tourism	31	90.3	78.9

* indicates fewer than 10 entries over 3 years

STAYING ON RATE⁸ 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
% Yr 12 staying on to Yr 13	49.5	49.6
% Yr 13 staying on to Yr 14	74.2	76.0

Leavers' Destinations⁹ 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.(%)	NI Yr12 (%)	School Yr12 (%)	NI Yr13 (%)	School Yr13 (%)	NI Yr14 (%)	School Yr14 (%)	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	12256	159		62		14		83			
Employment	1497 (12.2%)	31 (19.5)	6.7%	*	21.9%	14.3	12.2%	32.5			
Institute of Further Education	5512 (45.0%)	66 (41.5)	60.9%	83.9	49.2%	71.4	45.0%	*	*	62	0
Institute of Higher Education ¹⁰	2652 (21.6%)	49 (30.8)	*	0.0	*	0.0	21.6%	59.0	0	0	49
Training ¹¹	1924 (15.7%)	13 (8.2)	27.0%	#	17.9%	14.3	15.7%	*			
Unemployment	448 (3.7%)	0 (0.0)	2.7%	0.0	6.4%	0.0	3.7%	0.0			
-Others	223 (1.8%)	0 (0.0)	#	0.0	#	0.0	1.8%	0.0			

Source for NI data: Destination of School Leavers by year group, 2016/17 - NON-GRAMMAR SCHOOLS¹²

- *fewer than 5 cases
- # figures suppressed

⁸ 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.

⁹ Destination is defined by Institution. Institutions may provide courses at both Further and Higher Education levels.

¹⁰ Includes universities and teacher training colleges.

¹¹ 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.

¹² 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: lesson observations, meetings with the principal, meetings with staff with specific responsibilities, support staff; representatives of the parent teacher association, representatives from the governors and 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 (ETI)

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 management¹³:

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

¹³ 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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