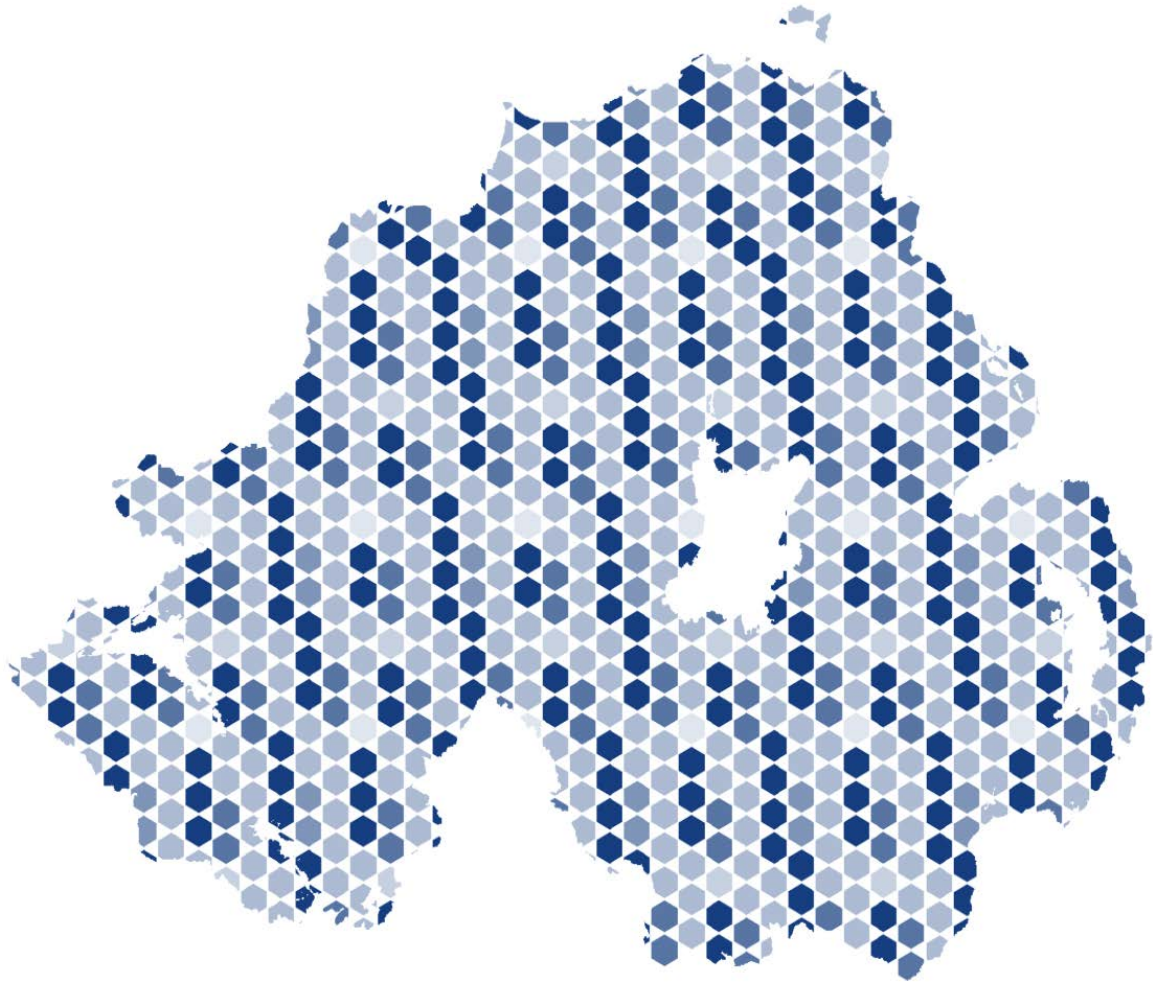


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Oakgrove Integrated College,
County Derry/Londonderry

Grant maintained, 11 to 18, integrated school

Report of an Inspection (Involving
Action Short of Strike) in
January 2018



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

Oakgrove Integrated College is situated on the outskirts of Derry/Londonderry. The pupils are drawn from the city and the wider area. Over the past three years, enrolment to the school has declined. Over the same period, the proportions of pupils entitled to free school meals and those who require additional support with aspects of their learning have increased. In September 2017, a new principal took up post and, subsequently, there has been significant re-structuring of the senior leadership team.

The College's integrated ethos is based on the principles of equality and tolerance, particularly with regard to religious or cultural identity, gender and ability.

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 only the principal would be co-operating with the inspectors. 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.

Oakgrove College	2014-15	2015-16	2016-17	2017-18
Year 8 Intake	141	127	125	97
Enrolment	855	819	787	745
% Attendance (NI Average)	92.3% (92%)	91.3% (93.5%)	91.6% (N/A)	N/A (N/A)
FSME Percentage ¹	48.7	52	54	54.2
% and (Number) of pupils on SEN register	33.8% (289)	33.8% (277)	36.5% (288)	37% (277)
No. of pupils with statements of educational need in the mainstream school	81	75	81	82
No. of newcomers	10	15	22	16

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

A very small number of parents and staff responded to the online questionnaires; the majority of the responses were positive about the life and work of the school. Any concerns raised in the written comments were discussed with the principal and representatives of the governors.

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

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.

As a result of the industrial action by the teachers, 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 the provision in English and mathematics; and
- the quality of the provision for the care, welfare and support of the pupils.

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

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' attainment in public examinations requires improvement at all levels.

Over the past three years, the proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C has decreased from 64% to 57%, which is well below the Northern Ireland (NI) average for similar schools. The outcomes in one-half of these subjects have been consistently below the respective NI averages over this period.

Over the past three years, the proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C including English and mathematics has decreased from 44% to 38% which is also below the NI average for similar schools. The proportion of pupils entitled to free school meals attaining at this level was above the corresponding NI average in two of the past three years.

At post-16, over the past three years, the proportion of pupils attaining grades A* to E in at least two A levels or equivalents has increased from 92% to 100 %, which is above the corresponding NI average for similar schools. The proportion of pupils attaining grades A* to C in at least three A levels or equivalents was above or in line with the corresponding NI average for two of the past three years. However, the performance of the majority of individual subjects at grades A* to C is below the corresponding average.

The ETI was unable to evaluate:

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

6. Quality of provision

The school's curriculum at key stage (KS) 4 is not sufficiently broad, balanced or responsive to the needs of the pupils, as evidenced by the decreasing trend in the outcomes attained in public examinations, particularly at key stage 4, and the staying-on rates from year 12 to year 13, and from year 13 to year 14, which are below the corresponding NI average. It will be important to track more closely the pupils' progression in subject areas and the leavers' destinations to inform curriculum planning and review.

In discussions with the inspectors, the pupils expressed their appreciation of the support provided by their teachers and of the range of extra-curricular opportunities available to them. A small number of pupils reported some concerns about the teachers' classroom management of behaviour.

The ETI was unable to evaluate fully:

- the impact of the curriculum review on the pupils' learning;
- the effectiveness of the guidance and support (including careers education, information, advice and guidance) in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching and assessment in promoting learning;
- the quality of provision in English, literacy, mathematics and numeracy across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- In the period since the principal's appointment, key areas for improvement have been accurately identified in standards, learning and teaching, curriculum provision, leadership and management and school development planning.

- The improvement planning process is being revised appropriately to ensure that it is underpinned by a rigorous process of self-evaluation; and that the associated action plans have a clear baseline with measurable targets which will enable leadership at all levels to monitor the effectiveness of their work.
- Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be limited confidence in the aspects of governance evaluated. The governors have now identified the need to develop their role in supporting, challenging, monitoring and evaluating more rigorously the college's improvement agenda.

8. Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance from the Department of Education. However, 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 in school, and are aware of what to do if they have any concerns about their safety or welfare.

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 children. This will be reflected in future inspection activity.

Examination performance and other statistical data

GCSE and equivalent examination results from 2014-15 to 2016-17

Based on data held by the school in SIMS² and verified with the ETI, the table below compares the percentage of year 12 pupils in Oakgrove Integrated College achieving five or more GCSEs (A* to C and A* to E) 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 band³.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2014-15	2015-16	2016-17
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	96	98	99
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	64	62	57
<i>The NI average for similar schools in the same free school meals category⁴</i>	<i>75</i>	<i>72</i>	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	44	43	38
<i>The NI average for similar schools in the same free school meals category</i>	<i>46</i>	<i>38</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	91	93	91
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)	40	27	40

GCE A level examination results at grades A* to C from 2014-15 to 2016-17

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 Oakgrove Integrated 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	2014-15	2015-16	2016-17
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	74	92	93
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	47	36	47
The NI average for similar schools in the same free school meals category	45.5	41	N/A
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	92	98	100

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

² SIMS: School Information Management System

³ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

⁴ See benchmarking data and guidance contained in the DE Circular 2011/03: 'School Development Planning and Target-Setting'.

**Attainment of pupils in individual subjects at GCSE level (over the past three years)
Grades A* to C**

	2014-15	2015-16	2016-17
Number of pupils in Year 12 cohort	122	117	107

	No of entries over three years	School Three-year average at A* to C %	Northern Ireland Three-year average at A* to C %
All subjects	346	68.80	71
Art & Design	59	86.40	76
Business Studies	28	39.30	61
Construction Studies	72	83.30	80
D&T Graphic Products	108	59.30	73
Engineering Materials	73	71.20	66
English Language	346	72.80	66
English Literature	162	71.60	85
French	26	69.20	77
Geography	67	26.90	63
German	9	55.60	65
History	96	37.50	63
Home Economics	94	47.90	70
Home Economics: Child Devt	73	67.10	68
Information Technology	205	69.80	73
Irish	4	100.00	94
Mathematics	237	51.50	51
Mathematics Further	28	78.60	86
Media Studies	18	66.70	69
Motor Vehicle Studies	56	12.50	53
Music	21	61.90	81
Performing Arts	52	28.80	59
Preparation For Work	297	66.70	74
Religious Studies	97	70.10	64
Science Double Award	158	72.60	88
Science Single Award	184	55.40	70
Spanish	71	63.40	82
Sport/PE Studies	60	60.00	68

OTHER EXAMINATION RESULTS: KEY STAGE 4

Level 2	2014-15	2015-16	2016-17	Total entry over 3 years
	% A*- C	% A*- C	% A*- C	
Occupational Studies - Engineering	75%	82%	97%	111
Financial Services	85%	86%	100%	27
Business Studies BTEC	100%			10
Film Studies	60%	46.2%		28
Finance (NQF/L2)		100%		6
Learning Skills (KSKL/L2)	100%			12
Maths (General)(GCSE/9FC_RB1)			47.7%	107
Personal Finance (NQF/L2)	100%		100%	17
Polish	100%	100%	100%	3
Problem Solving (KSKL/L2)	100%			4
Russian	100%			1
Working with Others	100%			12

Attainment of pupils in individual subjects at GCE A level (over the past three years) Grades A* to C

	2014-15	2015-16	2016-17
Number of pupils in Year 14 cohort	65	52	45

Full Subject	No of entries over three years	School three-year average at A* to C %	Northern Ireland three-year average at A* to C %
Art & Design	6	67	92
Biology	15	60	83
Business	32	84	86
Chemistry	15	53	86
D&T Product Design	15	27	68
Drama	8	63	87
English Literature	54	56	85
Health & Social Care	49	84	82
History	18	44	85
Information Technology	46	78	86
Moving Image Art	14	100	92
Mathematics	33	45	89
Religious Studies	41	83	89
Science (SA)	11	9	66
Science (DA)	5	40	66
Spanish	7	100	91

STAYING ON RATE (Percentage staying on from year 12 to 13 and from year 13 to 14)

Based on data held and verified by the school with ETI, the table below shows the percentage of the pupils who stay on at this school from year 12 to year 13 and then from year 13 to year 14, 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	48.4	44.8
% Yr 13 staying on to Yr 14	75.2	70.7

Leavers' destinations

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

	NI	School (total)	Year 12	Year 13	Year 14	Level 2 (No.)	Level 3 (No)	Level 4 (No.)
Total Number of Leavers	12996	148						
Employment	1511 (11.6%)	4 (2.7)						
Institute of Further Education	5745 (44.2%)	92 (62.2)				23	69	
Institute of Higher Education	3051 (23.5%)	33 (22.3)					4	29
Work-based Learning (Training)	1976 (15.2%)	16 (10.8)						
Unemployed	467 (3.6%)	0						
Unknown	246 (1.9%)	3 (2)						

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework publication, which is available at: <http://tinyurl.com/ISEF-Post-Primary>.

Inspectors scrutinised documentation, data and held formal discussions with some pupils (in groups).

The arrangements for this inspection included: a meetings the principal, representatives from the governors; and the opportunity for all 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 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 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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