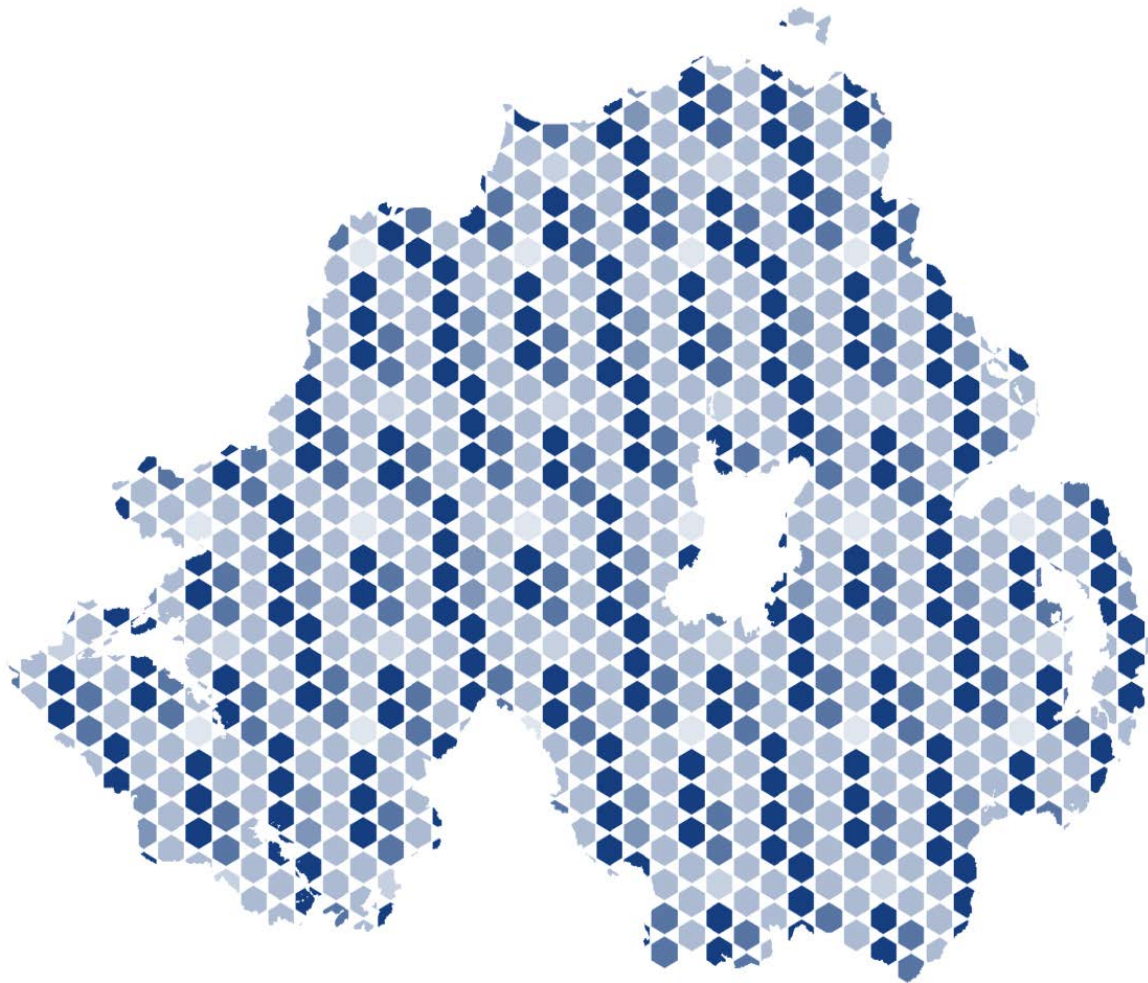


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Parkhall Integrated College,
Antrim

Co-educational, controlled integrated 11-18 school (325-0207)

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

Parkhall Integrated College is a co-educational controlled integrated school located in the town of Antrim. The pupils come from the town and the neighbouring rural areas. Previously the school operated across two campuses and in January 2018 all of the pupils moved into a new building on the Steeple Road site. The overall enrolment has increased significantly over the past four years, due in part to an increase at entry to Year 8 but mainly as a consequence of a successful development proposal in March 2017. The school offered post-16 provision for the first time in September 2017 with almost one-third of the pupils returning after Key Stage (KS) 4. The school participates in a shared education programme with a local controlled post-primary school and a maintained post-primary school and collaborates with members of the Antrim Area Learning Community and the Moving Forward Together forum in order to broaden the curriculum offer at both KS 4 and post-16.

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 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.

Parkhall Integrated College	2015-16	2016-17	2017-18	2018-19
Year 8 Intake	145	144	141	153
Enrolment	674	690	742	804
% Attendance (NI Average)	90.5 (92)	88.9 (91.8)	87.8 (N/A)	N/A (N/A)
FSME Percentage ¹	38.9	41.6	40.7	40.9
% and (Number) of pupils on SEN register	31.9 (215)	33 (228)	31.9 (237)	29.8 (240)
No. of pupils with statements of educational need in the mainstream school	31	32	32	33
No. of newcomers	14	11	12	12

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

2. Pupils', parents' and staff questionnaire responses

The pupils were given the opportunity to complete the online questionnaire, however no responses were made. 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.

A small number of parents (6) responded to the confidential online questionnaire and most expressed that, overall, they were happy with their child's experiences. Eight percent of the staff (7) responded to the confidential online questionnaire, acknowledging that staff work well together to plan for, monitor and evaluate the pupils' learning. The very few concerns raised

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

in the written comments of the responses were discussed with the principal and the 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, mathematics and numeracy, and modern languages; and,
- the quality and impact 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 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 engage well with visitors to the school, express points of view clearly and speak with pride about the quality of the facilities available to them in the new building.
- For two out of the past three years, the proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C, whilst fluctuating, was above the corresponding Northern Ireland (NI) average for similar schools²; attainment at this benchmark is currently in line with the corresponding NI average for similar schools. The pupils who study vocational subjects are attaining highly in almost all of these qualifications.

² In the same Free School Meal (FSM) band.

- During the same period, the proportion of pupils (including those with free school meals entitlement) attaining five or more GCSEs or equivalent at grades A* to C, including GCSE English and mathematics, has fluctuated also and is well below the corresponding NI average for similar schools.
- The outcomes attained by the pupils in a majority of the individual subjects at GCSE level at grades A* to C³, are in line with or above the subject averages; however a significant minority are well below.
- The proportion of pupils attaining both GCSE English and GCSE mathematics at Grades A* to C is an important area for improvement; the school has appropriately recognised that too many achieve either/or and not both qualifications. The gap in the overall attainment between the boys and the girls in the three year period 2016-2018 is too wide.
- Almost all of the leavers in 2017 progressed to further education and work-based learning.

The ETI was unable to evaluate fully:

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

6. Quality of provision

- In departmental planning, there is signposting of opportunities for subject areas to contribute to the development of cross-curricular careers education, information, advice and guidance (CEIAG), Information Communication Technology (ICT), literacy and numeracy and the pupils' wider skills and dispositions.
- A timetabled programme of CEIAG is in place for pupils at all key stages. In discussions with pupils, they reported that they are supported by their teachers in making subject and career choices and they have access to work experience opportunities in years 11 and 13.
- The school baselines pupils on entry at Year 8. The school's evaluation of its curricular provision has identified strengths and areas for review or further development to better support all pupils' interests, needs and aspirations. A review of class settings at KS 3 has been implemented in this academic year, focused on promoting more flexible pathways for all pupils. The current KS4 provision, providing academic, vocational and blended pathways, is prioritised for review in this academic year and inspection findings endorse this prioritisation.
- Post-16 provision is in its second year; while the current offer does not yet meet the entitlement framework, the school has a reciprocal collaborative arrangement with a nearby selective school. As a result of this arrangement, a small number of pupils are availing of the opportunity to study from a range of five other subjects.

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

The school must continue to monitor and review, regularly and robustly, at all key stages, the impact of the curricular provision and any curricular changes or developments on the learning experiences, the outcomes attained by the pupils and the progression pathways secured.

- In discussions with inspectors, the pupils spoke appreciatively of how the school took their views into account in the decision-making processes related to the re-location to one site, for example, in the design of the new uniform. They are grateful to their teachers for the levels of individual support they receive inside and outside of the classroom and report that they enjoy practical activities in a wide range of subjects.

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;
- the quality of provision in English and literacy, mathematics and numeracy, and modern languages across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- The relocation to a single site and the establishment of sixth form provision have necessitated a review of how the school functions including a consideration of the effectiveness and efficiency of senior leaders' roles and responsibilities.
- The school is in year one of the school development cycle. The school development planning process is informed by consultation with pupils, parents, staff and governors and identifies appropriately the key priorities. While the current school development plan and associated action plans identify important areas for future development, some of the targets are not sufficiently sharp or sufficiently informed by robust analysis of qualitative and quantitative data.
- The governors are aware of the need to improve further: outcomes in public examinations, and in particular, the proportion of pupils who attain both English and mathematics at GCSE level; and, the levels of pupil attendance. They have supported the leadership with the management of the split sites and in the transition to the new build in January 2018 and have managed instability in staffing in key departments over an number of years. However there is a need to address urgently the arrangements whereby a small number of pupils are currently being educated outside of the school in an unregulated setting and the associated exam entry policy and the financial management implications of these arrangements. Therefore, based on the evidence available at the time of inspection, the ETI's evaluation is that there can be limited confidence in those aspects of governance evaluated.

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

Based on the evidence available at the time of the inspection, the arrangements for safeguarding pupils are unsatisfactory⁴. The school cannot assure, and the EA, DE and the ETI are unable to assure, the safeguarding of those pupils currently being educated outside of the school in an unregulated setting.

In discussions with the inspectors, all of the pupils report that they feel safe in the school and that they are aware what to do if they have any concerns about their safety or welfare. As part of the ongoing review of pastoral policies and procedures, the school recognises the need to: contemporise the language of the behaviour policy and the anti-bullying policy to reflect better the guidance, best practice and changes in legislation; and, ensure that training for designated staff is up to date.

The ETI will return to the school within six working weeks to evaluate the progress in addressing the unsatisfactory arrangements for safeguarding.

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.

⁴ The Department of Education will seek assurance from the Education Authority that they are working with the school in relation to the inspection report.

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 SIMS⁵ and verified with the ETI, the table below compares the percentage of year 12 pupils in Parkhall 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 band⁶.

The table also includes the percentage of year 12 pupils in Parkhall 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
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	83.2	86.5	78.1
The NI average for similar schools in the same free school meals category ⁷	72.3	78.9	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	39.2	30.9	35.2
The NI average for similar schools in the same free school meals category	43.5	45.0	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	98.4	97.6	96.2
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	26.3	23.3	29.4

⁵ SIMS: School Information Management System

⁶ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

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	125	126	105

GCSE subject or equivalent	Number of Entries	School A* to C%	NI A* to C%
Art & Design	66	45.5	75.8
Art techniques/Practical Art (Occupational Studies)	160	100	N/A
BTEC Horse Care	52	100	N/A
BTEC Horticulture	36	100	N/A
BTEC Sports Studies	18	94.4	N/A
Business and ICT	35	77.1	N/A
Business Studies (Occupational Studies)	170	88.2	N/A
Construction	15	86.7	N/A
Construction Studies	30	93.3	N/A
Construction (Occupational Studies)	81	86.4	N/A
Design & technology (Occupational Studies)	192	91.7	N/A
Design & technology – Graphic Products (Occupational Studies)	56	89.3	N/A
Drama (Occupational Studies)	19	100	N/A
Drama and Theatre Studies (Occupational Studies)	17	100	N/A
Engineering (Occupational Studies)	36	66.7	N/A
English Language	356	49.4	67.5
English Literature	74	83.8	84.5
French	28	53.6	74.9
Geography	42	81	64.8
History	48	66.7	65
Home Economics	37	64.9	67.7
Home Economics: Child Development	59	93.2	70
Horticulture (NQF)	*	100	N/A
Information Technology	148	77.0	71.5
Leisure & tourism	16	31.3	54.3
Mathematics	336	51.8	52.7
Motor Vehicle Studies	41	26.8	52.3
Music	*	100	81.3
Personal and social education (Occupational Studies)	197	99.5	N/A
Polish	*	100	N/A
Preparation for Work (Occupational Studies)	77	81.8	N/A
Religious Studies	27	74.1	65.1
Science Single Award	252	54.	70
Science Double Award	104	87.5	83.4
Sports/PE Studies	37	75.7	70.1
Self-Development (NQF)	138	100	N/A

* Less than five entries over three 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	34.5
% Yr 13 staying on to Yr 14	74.2	N/A

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.(%)	NI Yr12 (%)	School Yr12 (%)
Total Number of Leavers	12256		85
Employment	1497 (12.2%)	6.7%	* *
Institute of Further Education	5512 (45.0%)	60.9%	47 55.3%
Training ¹⁰	1924 (15.7%)	28.0%	30 35.3%
Unemployment	448 (3.7%)	2.7%	* *
Others	223 (1.8%)	#	* *

Source for NI data: Destination of School Leavers by year group, 2016/17 - NON-GRAMMAR SCHOOLS¹¹

- *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 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.

¹¹ 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; a meeting with the school counselling service; meetings with 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

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 management¹²:

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

¹² 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.

ADDENDUM TO THE REPORT ON THE INSPECTION OF PARKHALL INTEGRATED COLLEGE, NOVEMBER 2018

In line with the child protection/safeguarding procedures of the Education and Training Inspectorate (ETI), the ETI returned to Parkhall Integrated College on 23 January 2019 as a follow-up to the inspection which took place in November 2018, when the arrangements for safeguarding the pupils were evaluated as unsatisfactory. The purpose of the follow-up inspection was to monitor and report on the school's progress in addressing the safeguarding issues identified at that time.

On the basis of the evidence available, the arrangements for safeguarding remain unsatisfactory.

During the interim period, the school has received support from the Education Authority (EA), the Child Protection Support Service of the EA and the Children and Young People's Service of the EA. As a result: safeguarding refresher training has been accessed by the chairperson of the board of governors and the designated teacher; and a number of safeguarding-related policies have been updated in line with current legislation and guidance. The EA has been working with the school's leadership to establish interim arrangements in the interest of the welfare and progression of those pupils currently being educated outside the school in an unregulated setting.

While some progress has been made, the safeguarding follow-up inspection has identified that:

- the sustainability of the short-term arrangements that have been put in place needs to be clarified, supported by a shared understanding between the school and the EA in relation to the associated roles, remits and responsibilities; and
- the school and the EA urgently need to resolve the medium to long-term arrangements in relation to the unregulated setting in the interest of the school's pupils.

With regard to the effectiveness of the current arrangements for safeguarding, the school has been informed that further action will be considered by the Department of Education.

FURTHER ADDENDUM TO THE REPORT ON THE INSPECTION OF PARKHALL INTEGRATED COLLEGE, NOVEMBER 2018

The Education and Training Inspectorate (ETI) was commissioned by the Department of Education (DE) to undertake a second follow-up inspection of the arrangements for child protection/safeguarding in Parkhall Integrated College; this follow-up inspection took place on 12 September 2019. The purpose of the inspection was to ensure that the areas for improvement in regard to child protection/safeguarding identified during the original inspection, and the subsequent follow-up inspection, were being addressed.

During the interim period, a shared understanding has been established between the senior leaders, the governors and the Education Authority (EA) in relation to the associated roles, remits and responsibilities for placing pupils in regulated education other than at school settings.

It is a matter of concern that a group of the current year 12 pupils who attended the unregulated setting in 2018-19 have recently been de-registered from the school¹³.

It is essential that, when engaging in matters relating to pupils at risk of disengagement, there is consistency in the communication about and monitoring of the pupils' academic progress and well-being at all levels, both within the school and between the school and such agencies as the Educational Welfare Service and the School Development Service of the EA. This will inform the necessary follow-through and support provided by the school and relevant external agencies.

On the basis of the evidence available, the arrangements for safeguarding regarding the pupils currently registered at, and attending, the school reflect broadly the guidance issued by the Department of Education. In discussions with the pupils, they report that they know what to do, and who to go to, if they have any concerns about their safety or well-being.

¹³ *With effect of 10 September 2019.*

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