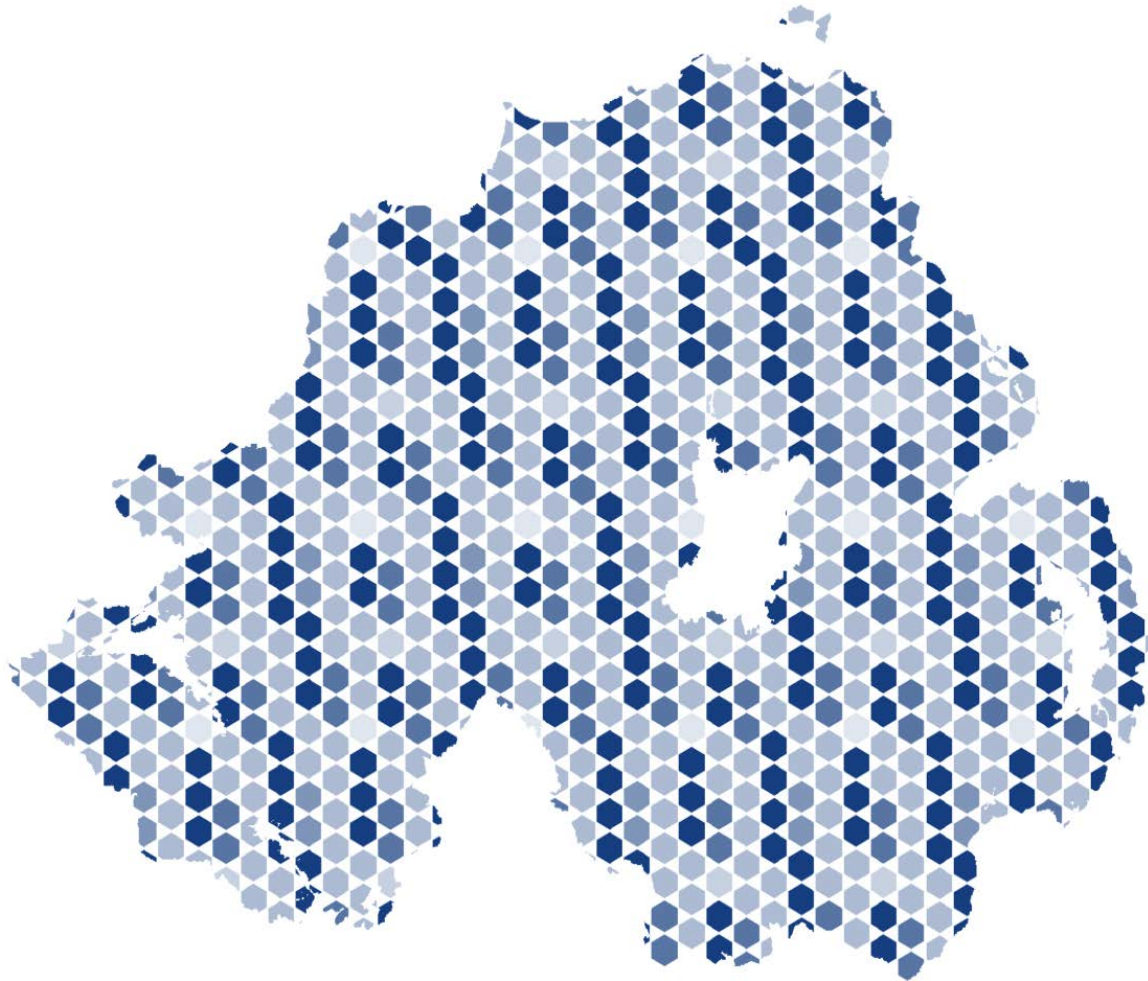


# Education and Training Inspectorate

## POST-PRIMARY INSPECTION



### Blackwater Integrated College, Downpatrick, County Down

Grant Maintained Integrated, Co-educational 11-16 DE Ref No: 426-0309

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

Blackwater Integrated College attracts its pupils from an extensive catchment area, including outer Belfast, Comber and Portaferry; its provision includes a Key Stage (KS) 3 MLD unit and at the end of KS3, pupils move into the mainstream of the school. The school is a member of the Lecale Area Learning Community and collaborates further with two of the post-primary schools through its shared education partnership. Collaboration clusters and shared staff development have been organised for senior leadership and the co-ordinators of pastoral care, special educational needs and careers education information and guidance.

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 none of the teachers would be co-operating with the inspection. Members of the senior leadership and representatives of the board of governors co-operated with the inspection in relation to leadership and safeguarding responsibilities. 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.

Blackwater Integrated College	2016/17		2017/18		2018/19		2019/20	
	No.	%	No.	%	No.	%	No.	%
Year 8 Intake	44	-	32	-	33	-	65	-
Total Enrolment	212	-	212	-	194	-	226	-
Attendance (NI Average*)	-	91.4 (91.8)	-	91.3 (91.9)	-	91.2	-	N/A
Free School Meal Entitlement	90	42.45%	91	42.92%	88	45.36%	100	44.25%
Pupils on SEN Register	133	62.74%	139	65.57%	118	60.82%	115	50.88%
No of Pupils with Statements	63	-	60	-	53	-	56	-
No of Newcomer Pupils	5	-	12	-	10	-	12	-

\* Northern Ireland Statistic & Research Agency: Attendance at grant-aided primary, post- primary and special schools: Detailed Statistics - 2017/18, 2018/19.  
N/A: Not available.

## 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.

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;
- 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

<b>Overall effectiveness</b>	Unable to assure the quality of education
<b>Outcomes for learners</b>	No performance level available
<b>Quality of provision</b>	No performance level available
<b>Leadership and management</b>	No performance level available

#### 5. Outcomes for learners

- The friendly and polite pupils who met with inspectors reported that they have opportunities to participate in a range of school trips which builds on their learning experiences outside the classroom. The senior pupils recognise how they are developing leadership skills through their peer mentoring roles, membership of the school council and prefect team.
- While the percentage of pupils attaining five or more GCSE qualifications (including equivalents) at grades A\* to C and including English and mathematics, has fluctuated over the last three years, the outcomes in each year are in line with the targets set based on the school's internal standardised data.
- The outcomes attained by the pupils in most of the subjects at GCSE grades A\* to C are in line with, or above, the corresponding NI subject averages<sup>1</sup>.
- While the pupils attain good standards in a wide range of vocational subjects, for pupils attaining five or more GCSE qualifications (including equivalents) at grades A\* to C, including English and mathematics, it will be important for the school to address the differentials in the outcomes attained at this level for boys and girls as they are too wide and for those pupils entitled to free school meals.

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<sup>1</sup> In those subjects for which there are corresponding NI subject averages.

- Over the past three years, the pupils who require additional support with aspects of their learning have attained well at GCSE (including equivalents). The school leavers' destinations data indicates that almost all of the year 12 pupils proceeded to further education in 2018, with one-quarter of the cohort accessing level three courses. In 2019, of those pupils proceeding to further education, nearly one-half are accessing level three courses.

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 discussions with the inspectors, the pupils reported that staff support them to make progress with their learning; the Key Stage (KS) 4 pupils appreciate how the school provides subjects which allow them to follow courses that meets their needs, aspirations and abilities. However, a small number of pupils highlighted that they would like further support with subject choices and career advice. They also spoke positively about the opportunities that pupils from the unit and mainstream have to learn together.
- The curriculum at KS 4 meets the entitlement framework through collaboration within the Lecale area learning community. Curriculum provision has been a key area for development prioritised by the school. It is kept under constant review in order to address the changing pupil profile, subject currency of qualifications and progression to enable pupils to proceed to the next phase of education or employment.
- A review of pastoral and behaviour support across the school has begun and is informed by staff, pupil and parent consultation and positive behaviour management research. The pupils spoke positively about their input into the revised school rules. Links with external agencies are being extended to provide further support to pupils and analysis of school-based interventions and their impact on pupil progress and outcomes is a timely area of focus.

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 careers, education, information, advice and guidance provision;

- the quality of provision in English and 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**

- The school development plan, which was in draft at the time of the inspection, is informed by ongoing consultation with the whole school community, analysis of performance data and evaluation of the actions to promote improvement. It outlines the strengths in the provision and identifies areas for further development, including to improve further the standards in literacy across the curriculum. The action plans would benefit further from a sharper focus on the use of baseline data to set more measurable targets and enable more robust evaluations.
- The governors are committed to and have a clear understanding of the work and life of the school particularly in the areas of finance and staffing. They have identified the need to develop further the work of the education sub-committee in raising standards and outcomes for pupils. 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.
- It will be 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 has identified the need to review the positive behaviour management policy. 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 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.

## **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. The school needs to review the risk assessments in practical subjects, in particular for class sizes in excess of 20; there is a lack of input from the teachers delivering these subjects.

## Examination performance and other statistical data

## 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	96	97	96
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	82	87	92
<i>The NI average for non-grammar schools in the same FSM band*</i>	78.9	79.5	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	55	16	54
<i>The NI average for non-grammar schools in the same FSM band*</i>	45.0	52.5	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	95	94	92
*Percentage of Year 12 entitled to FSM achieving 5 or more GCSEs Grades A* - C or equivalent (including GCSE English and GCSE Mathematics)	50	11.11	33.33

\* 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>

BENCHMARKING DATA GCSE & Level 3 Post-primary Schools 2017/18 <https://tinyurl.com/Benchmarking-Data-17-18>

## Year 12 GCSE (including equivalent) examination outcomes

	2016-17	2017-18	2018-19
Number of pupils in Year 12 cohort	22	31	24

Subject	Number of Entries over three years	School Three-year average A* to C	Northern Ireland Three-year average A* to C
Art & Design (GCSE/FC_3510)	29	89.7	75.0
Art Techniques/Practical Art (GCSE/FC_JB)	*	100	N/A
Office Technology (GCSE/FC_7460)	16	53.6	N/A
Certificate of Personal Effectiveness (NVQ/L2_HB1)	28	100	N/A
Computer Use (NVQ/L2_CN1)	*	100	N/A
Computer Architecture/ Systems (BTNG/A12_CJ3)	*	100	N/A
Craft (GCSE/FC_3700)	*	100	N/A
Design and Technology (GCSE/FC_8900)	11	63.6	70.9
English Language (GCSE/FC_5030)	59	66.1	68.6
French (GCSE/FC_5650)	11	90.9	71.5
Geography (GCSE/FC_3910)	23	47.8	64.1
History (GCSE/FC_4010)	11	54.5	63.4



Hospitality & Catering (GCSE/FC_0007)	17	41.2	N/A
ICT (GCSE/FC_2650)	26	69.2	71.6
Learning for Life and Work (GCSE/FC_0021)	18	72.2	73.5
Mathematics (GCSE/FC_2210)	69	58.0	53.5
OS: Business and Services (COA/B_OS01)	36	80.6	N/A
OS: Construction (COA/B_OS02)	*	100	N/A
OS: Design (COA/B_OS03)	29	96.6	N/A
OS: Engineering (COA/B_OS04)	23	91.3	N/A
OS: Technology (COA/B_OS06)	12	100	N/A
Personal/Social Education(GCSE/FC_4810)	*	66.7	N/A
Prince's Trust (NVQ/L2_HC42)	31	100	N/A
Religious Studies (GCSE/FC_4610)	27	70.4	67.8
Religious Studies (NQF/L2_4610)	*	100	N/A
Science (GCSE/DA_1370)	12	91.7	82.1
Science ( GCSE/FC_1310)	27	70.4	69.5
Spanish (GCSE/FC_5750)	*	100	82.4
Sport Studies (BTNG/A12_MA1)	*	66.7	N/A
Sport/ PE Studies (NQF/L2_MA1)	*	100	N/A
Sport Studies (NQF/L2_MA1)	*	100	N/A
Statistics (GCSE/Fc_2510)	11	72.7	70.3
Vocational Studies	18	100	N/A

\* indicates fewer than 10 entries over 3 years.

### Staying On Rate<sup>2</sup>

2018/19

% Yr12 staying on to Yr13	18.4	NI Av. Year 13	48.7
% Yr13 staying on to Yr14	0.0	NI Av. Year 14	74.2

<sup>2</sup> 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		Level 2 (No.)	Level 3 (No.)	Level 4 and above (No.)
	No	%	No	%	No	%	No	%			
Total Number of Leavers	11802	100%	49	100.0%	5547	100%	49	100.0%			
Employment	1562	13.2%	*	*	391	7.0%	*	*			
Institute of Further Education	5159	43.7%	44	90.0%	3417	61.6%	44	90.0%	30	12	
Institute of Higher Education <sup>[1]</sup>	2622	22.2%	0	0.0%	*	*	0	0.0%			
Training <sup>[2]</sup>	1823	15.4%	0	0.0%	1445	26.1%	0	0.0%			
Unemployment	391	3.3%	*	*	156	2.8%	*	*			
Others	245	2.1%	*	*	138	2.5%	*	*			

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

- \* 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: a meeting with representatives from the governors; formal discussions with some pupils (in groups), and some staff with specific responsibilities; review of documentation and data; 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 and the tables for Year 12 examination outcomes in individual subjects have 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 management<sup>3</sup>:

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

<sup>3</sup> 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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