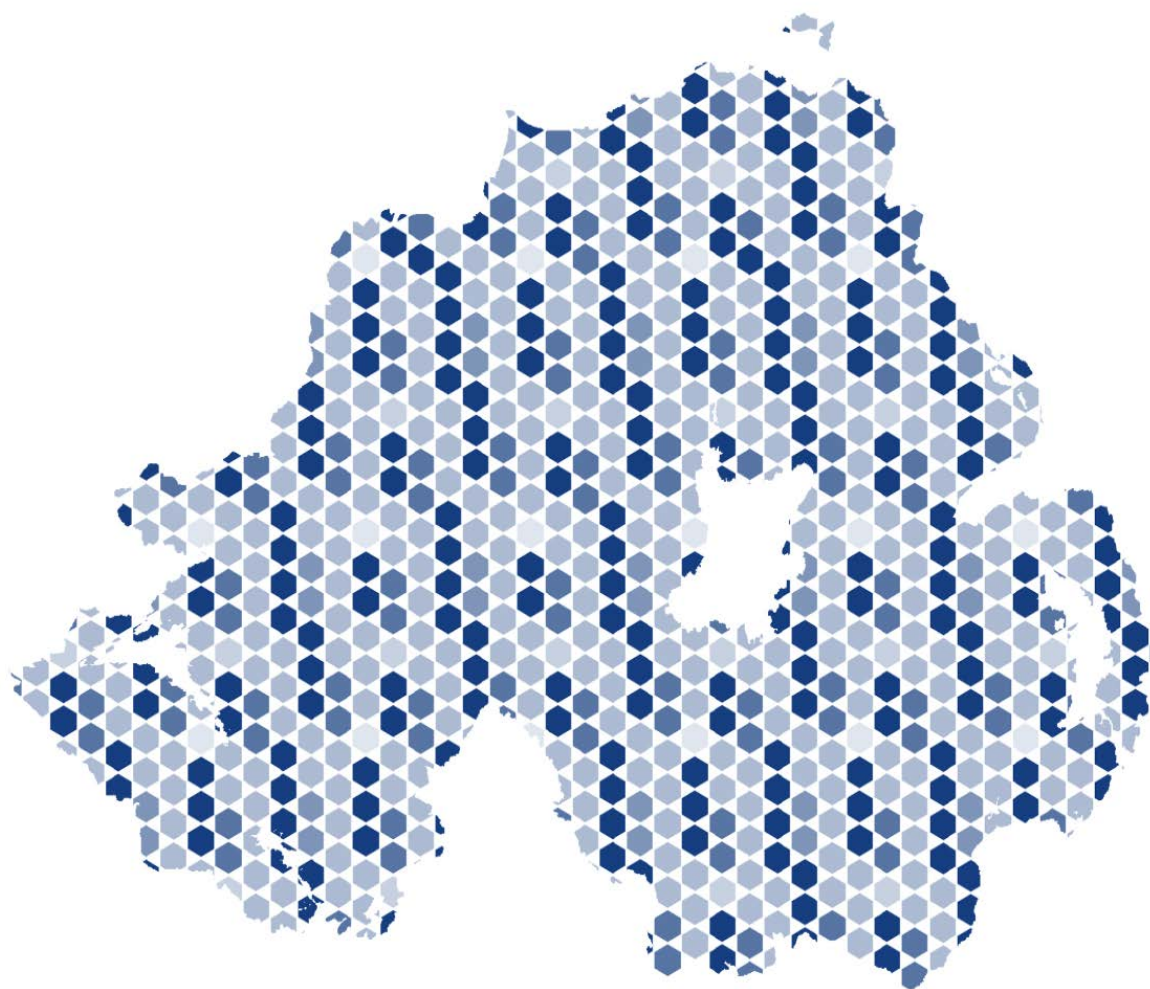


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Malone Integrated College

grant maintained integrated, co-educational, 11-18,
all ability school

Report of an Inspection in
January 2014

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 in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of post-primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self evaluation* at: <http://www.eti.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the pupils' written work and held formal and informal discussions with pupils, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of pupils; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Data on the returns on questionnaires sent in advance of the inspection to parents and school staff is shown in the table below.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	533	42	8 ¹	19
Teachers	55	41	74	20
Support Staff	44	27	61	8

2. Context

Malone Integrated College serves a very wide catchment area that spans South and West Belfast and draws pupils from up to 50 primary schools. More than half of the pupils enter the school not having achieved the expected levels² in mathematics and English, which is significantly below the Northern Ireland (NI) average. The school has identified nearly one-half of the pupils as having special educational needs. Over the past four years, the percentage of pupils entitled to free school meals has increased significantly to 47% which is among the highest of all post-primary schools. In addition, around one in eight of the pupils are newcomers, some of whom enter the school having had no formal education or unable to speak English. Enrolment has fallen quite sharply over recent years and the school needs to monitor its small sixth form for viability. The school has a recently-appointed principal, who is successfully re-focusing the school on addressing effectively the many challenges it faces.

¹ ETI is trialling a range of methods for collecting the views of parents/carers about the life and work of the school. As a result, the response rate to the parent/carer questionnaires may be low.

² From 2013, KS2 standards in English and mathematics are reported as Levels of Progression and cannot be compared directly with KS2 data from previous years

Malone Integrated College	2010/11	2011/12	2012/13	2013/14
Year 8 Intake	128	96	72	76
Enrolment	750	710	708	655
% Attendance (NI Average)	88.8 (92.6)	89.3 (93)	86.9 (92.9)	
FSME Percentage ³	37.5	41.3	45.8	47.2
% (No.) of pupils on the SEN register	53 (392)	48.9 (344)	43.5 (306)	47.3 (310)
No. of pupils with statements of educational needs in the mainstream school	45	31	46	45
No. of newcomers	32	44	58	79
<i>Intake</i>				
% of Y8 pupils with L5 English	7.8	7.3	4.1	0
% of Y8 pupils with L5 mathematics	6.2	10.4	6.9	1.3
% of Y8 pupils with L4 and above in English	42.9	52	44.4	34.2 *
% of Y8 pupils with L4 and above in mathematics	50.7	46.8	47.2	40.8 *
<i>Source: data as held by the school.</i>				

*revised levels of progression

3. Focus of inspection

In order to promote improvement in the interests of all pupils, the purpose of the post-primary inspection is, through an effective linking of internal and external approaches, 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
- to inform the school's planning for improvement.

4. Overall finding

Overall Performance Level	Satisfactory
Achievements and Standards	Inadequate
Provision	Satisfactory
Leadership and Management	Satisfactory

³ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

5. Achievements and standards

- The majority of the pupils are enabled to overcome a variety of barriers to their learning, demonstrate a positive disposition towards learning and are keen and willing to help each other and share their understanding. This collaborative learning helps them develop the personal and social skills identified in the school's mission: *learning for life together*. The pupils are welcoming, friendly and courteous and possess good inter-personal skills. When given the opportunity, they are enthusiastic learners who are positively disposed to school and are respectful of the efforts and support of their teachers.
- The percentage of pupils achieving any 5 or more GCSEs over the past three years has remained well below the NI average for similar non-selective schools and reflects the diverse and complex nature of challenges the school faces as outlined in the context section of this report. Nevertheless, the percentage of pupils achieving 5 or more GCSEs at grades A*-C, when English and mathematics are included, is above the NI average in one of the last three years and just below the respective averages in the other years.
- Individual subject performances at GCSE grades A*-C do not compare favourably with the respective NI averages for all non-selective schools. However the performance of subjects such as art, drama, geography and performing arts highlight areas of success that teachers and pupils can build upon. At GCSE grades A*-E, the majority of the subjects are within 5 percentage points of the corresponding NI averages for all non-selective schools.
- The percentage of pupils achieving 3 or more GCE A levels is significantly below the NI average. The percentage of pupils who progress to employment, further education and training is broadly in line with the corresponding NI averages
- The school's own data shows clearly that the majority of pupils are progressing in line with, or above, what can reasonably be expected in English and mathematics. However, the school has rightly identified the need to address weaknesses in attainment at GCSE and GCE A level and the inspection findings concur strongly. Under the leadership of the principal, the school is addressing the issue of inadequate standards by identifying, as a whole-school priority, the urgent need to improve the quality and consistency of learning and teaching. The school is also introducing a wider range of courses, which better meet the needs and aspirations of the diversity of intake: early outcomes from recently-introduced courses are positive.
- A majority of those pupils who have special educational needs develop well their personal and social skills and make good progress by attaining standards comparable with their peers. The percentage of pupils entitled to free school meals who are achieving grades A*-C in five or more GCSE subjects, including English and mathematics, has risen close to the NI average for similar schools.

6. Provision

- The effectiveness of the learning and teaching observed during the inspection varies, with two-thirds good or better and one-third requiring improvement. The most effective practice is characterised by lessons in which previous learning is built upon and connections with the wider curriculum are made. Good use is made of different types of media to engage and enthuse the pupils; lessons are delivered briskly, optimising the use of time and creating appropriate challenge. The use of assessment to support learning is effective in the majority of lessons, but is inconsistent across the school. The less effective practice is too dependent on activity; with too much emphasis placed on completing tasks which do not result in sufficient learning. The school has a wide range of data about the pupils' progress, but does not use it consistently to inform planning, learning, teaching and assessment.
- Across the curriculum, there is a well-informed, though limited, approach to the development of mathematical skills through meaningful tasks. The school recognises, as a priority, the value to pupils of developing this further. With the support of the senior leadership team, the acting co-ordinator for literacy has led staff development in literacy as a whole school priority and given the teachers practical guidance which are raising standards in reading and writing. The teachers have worked creatively producing short videos and learning bulletins to help promote literacy well and guide staff development.
- There is variability in the quality and use made of the Individual Education Plans (IEPs). While good quality IEPs are prepared for pupils with statements of educational need, teachers need to focus on identifying and setting out clearly the strategies for differentiation and how pupil progress will be measured. The classroom assistants make good contributions to the pupils' learning, when deployed judiciously by teachers; this effective support needs to be shared and more consistent across the school.
- The impact of the provision for pastoral care in the school is very good. The staff are committed to supporting the pupils' personal, social and emotional well-being; the year heads and form teachers work very effectively with individual pupils who are experiencing difficulties. The recent focus on strengthening the school's ethos, developing further appropriate community links and improving the pupils' learning behaviours has resulted in a positive climate for learning which recognises and celebrates diversity, is strongly inclusive and is responsive to the needs and interests of the pupils.
- The learning activities in the taught programme for employability and careers help the pupils to consider their aspirations, abilities and interests; they benefit from access to enrichment opportunities such as training in interview skills, participation in work experience and input from guest speakers. The pupils demonstrate an appropriate understanding of the career options open to them. The curriculum at key stage 4 and post-16 meets the requirements of the Entitlement Framework and the school is focused well on ensuring that recently-introduced courses are matched closely to the needs, abilities and aspirations of the pupils.

7. Leadership and management

- The school is implementing a one-year interim school development plan (SDP)⁴ to allow the newly-appointed principal sufficient time to ensure that the 3-year plan, to commence in September 2014, is widely consulted upon and is strongly self-evaluative. The priorities in the interim SDP are appropriate, but the associated action plans would benefit from a sharper focus on more measurable targets based on pupil outcomes.
- The governors who met with the inspectors were well informed about the life and work of the school, supportive of the staff and were knowledgeable and proactive in addressing the challenges and opportunities facing the school. The parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated.
- The principal, whose leadership is both positive and significant, has implemented effectively a series of actions, which address appropriate whole-school priorities, such as raising standards, increasing accountability, building expectations and capacity at all levels, re-focusing the school on its mission and improving the quality of learning and teaching; this approach has garnered high levels of support and approval from most of the school community, as evidenced in the supportive questionnaire returns from parents and staff.
- Senior and middle managers lead their areas of responsibility with very good levels of care, commitment and enthusiasm. There is sufficient attention given to monitoring actions taken, but this process is focused unduly on the completion of management tasks and is not sufficiently evaluative in terms of pupil outcomes and on making necessary changes to learning and teaching. It is appropriate that the school has recognised the need to build leadership and management capacity to ensure that all work undertaken has a more positive impact on learning and teaching, in order to improve the pupils' outcomes.
- The school has an extensive range of external links and the area of developing and sustaining community engagement is a significant strength. The pupils benefit by participating in a good range of community-linked initiatives, visits and programmes, which provide real and relevant contexts on which to develop skills in team work, managing information and decision making.
- On the basis of the evidence available at the time of the inspection the school has comprehensive arrangements in place for safeguarding young people, which reflect the guidance issued by the Department of Education. The pupils report that they feel safe and secure in school and know who to speak to if they have any concerns about their safety and well-being.

8. Conclusion

In the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, learning and teaching and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively.

⁴ The interim plan is otherwise compliant with the requirements of the School Development Planning Regulations (NI) 2010

The main areas for improvement are the need to:

- raise the standards in public examinations, particularly at GCSE;
- improve the consistency of learning and teaching through promoting, disseminating and monitoring and evaluating classroom practice; and
- improve further the quality of leadership and management at all levels.

The Education and Training Inspectorate will carry out a further follow-up inspection within 12 months and a report will be published.

Performance and statistical data

GCSE and equivalent examination results from 2010-11 to 2012-13

Based on data held and verified by the school with ETI, the table below provides the percentage of year 12 pupils in this school achieving 5 or more GCSEs (A* to C and A* to E) and equivalent subjects, and the percentage of pupils entitled to free school meals.

<i>GCSE and GCSE equivalent subjects - *following permitted exclusions</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	95.6	92.8	90.2
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	44.4	49.2	38.2
<i>The NI average for similar schools in the same free school meals category⁵</i>	<i>57.7</i>	<i>64.3</i>	
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	24.4	31.2	18.6
<i>The NI average for similar schools in the same free school meals category</i>	<i>28.9</i>	<i>24.6</i>	
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	77.4	83.3	74.5
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)	17.5	17.6	21.6

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

Other examination results at key stage 4 from 2010-11 to 2012-13

Based on data held and verified by the school with ETI, the tables below show the percentage of year 12 pupils in this school with pass grades in vocational and/or applied courses equivalent to GCSE level. No average is available from the examining board(s) for the subjects in these tables to facilitate comparison.

Other courses taken in at least two of the last three years.

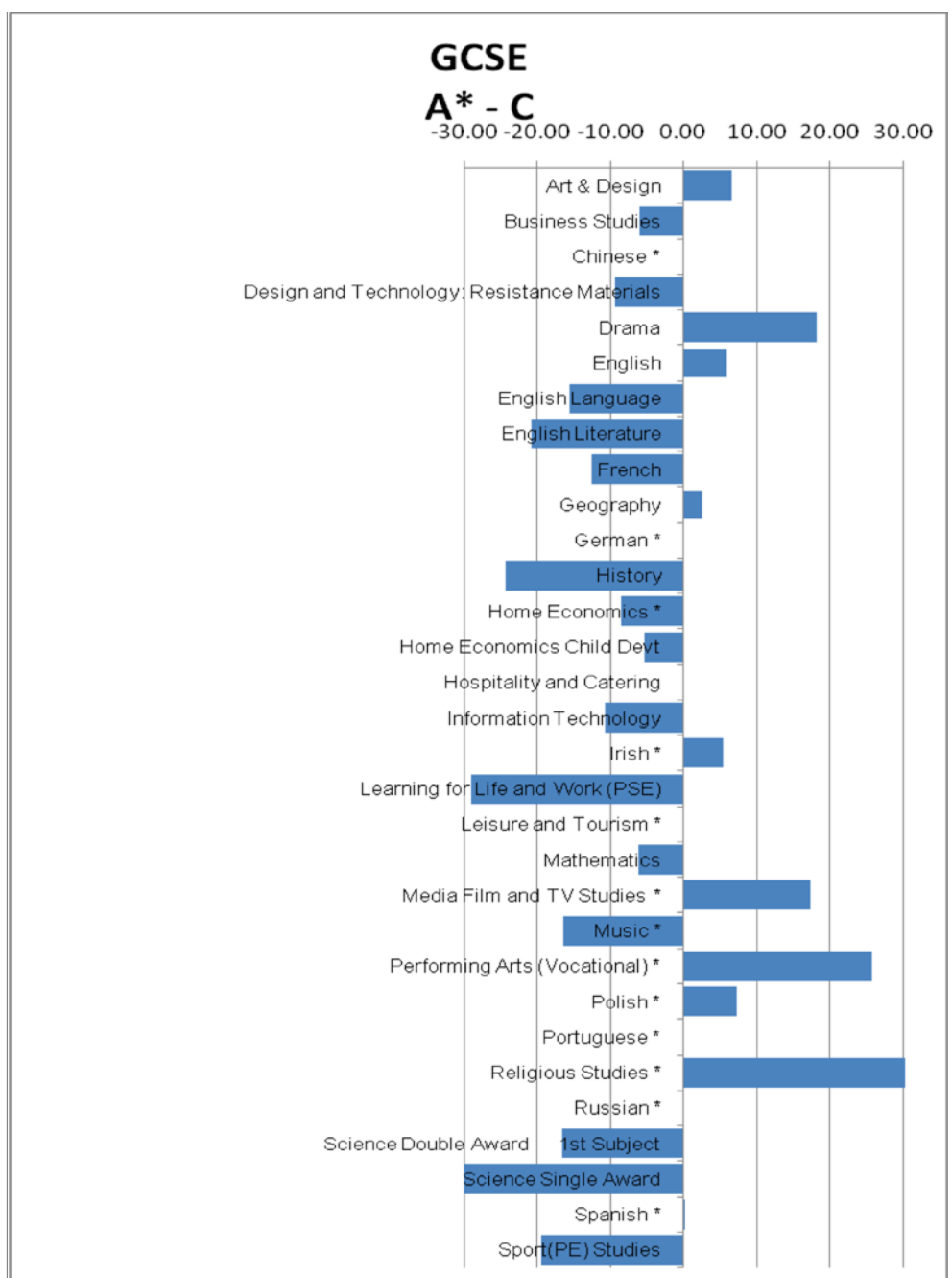
Level 2	2011	2012	2013	Total entry over 3 years
	% pass	% pass	% pass	
<i>Occupational Studies</i>	<i>Single Award</i> 83.3 <i>Double Award</i> 58.8	81.6	89	307
<i>Numeracy</i>	---	---	100	*
<i>Literacy</i>	100 *64.7%	100 *100%	100 *77.3%	69

*The percentage of the students that passed Level 2 Essential Skills from the cohort.

Attainment of pupils in individual subjects at GCSE level at grades A* to C from 2010-11 to 2012-13

Based on data held and verified by the school with ETI, the average over three years of the percentage of pupils achieving at GCSE level at grades A* to C in individual subjects in this school is compared with the three-year NI average.

The comparison is shown below as the difference between these two values; a positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons should be treated with caution.



*indicates fewer than 30 entries over 3 years

GCE A level examination results at grades A* to C from 2010-11 to 2012-13

Based on data held and verified by the school with ETI, the table below shows the percentage of year 14 pupils in this school achieving three or more GCE A levels at grades A* to C, and two or more GCE A levels at grades A* to E.

GCE A Level or equivalent	2011	2012	2013
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	40.63	47.1	31.9
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	12.50	21.57	10.2
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	67.19	86.27	81.63

OTHER EXAMINATION RESULTS: POST-16

Other [level 3] courses taken in the last three years.

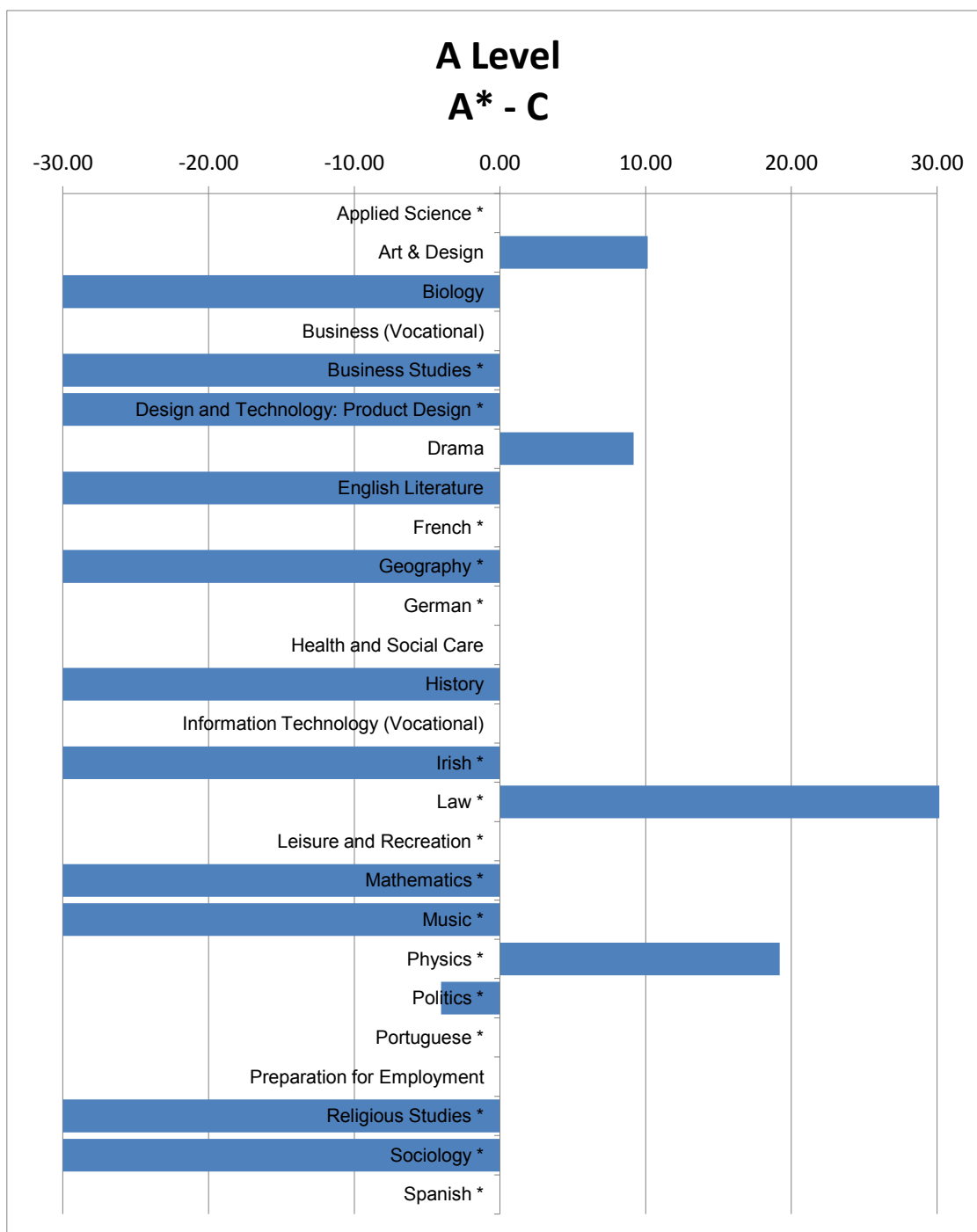
GCE Subject	2011		2012		2013		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
BTEC National Sport	66.7	77.7	n/a	n/a	n/a	n/a	9
BTEC Level 3 Sport & Exercise Science	n/a	n/a	20	100	100	100	9
BTEC Level 3 Travel & Tourism	n/a	n/a	n/a	n/a	77.8	100	9

Level 3	2011	2012	2013	Total entry over 3 years
	% pass	% pass	% pass	
COPE	n/a	85.7	63.1	45

Attainment of pupils in individual subjects at GCE A level at grades A* to C from 2010-11 to 2012-13

Based on data held and verified by the school with ETI, the average over three years of the percentage of pupils achieving at GCE level at grades A* to C in individual subjects in this school is compared with the three-year NI average.

The comparison is shown below as the difference between these two values; a positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons between subjects should be treated with caution.



*indicates fewer than 30 entries over 3 years

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	52.3	46.9
% Yr 13 staying on to Yr 14	79.9	73.9

LEAVERS' DESTINATIONS

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

	2011/12 NI %	2011/12 School %	2011/12 School Nos.
Total number of leavers			149
Another School	n/a	16.1	24
Employment	7.9	8.7	13
Further Education	46.0	37.6	56
Higher Education	20.1	12.8	19
Training	18.2	14.1	21
Unemployed	4.4	10.7	16
Unknown	3.4	0	0

Health and safety

- There is a need to carry out a health and safety risk assessment, focusing on securing the site further and on improving further access control.

Accommodation

- There is no purpose-built facility for physical education and sport in the school.

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