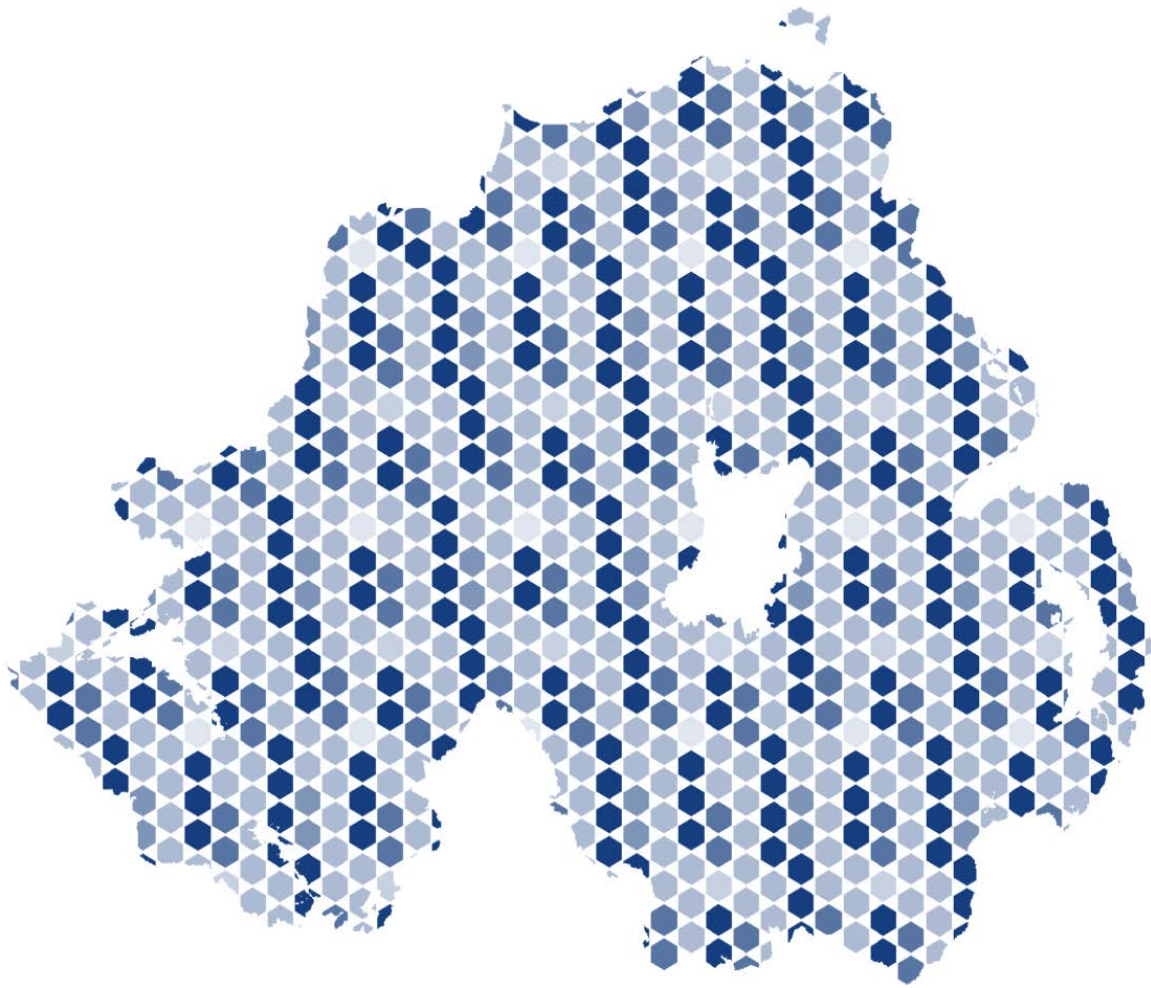


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

Shimna Integrated College,  
Newcastle

Integrated, co-educational, all ability 11 - 18 school

Report of an Inspection in  
October 2014

*eti*

The Education and Training Inspectorate -  
Promoting Improvement

Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

CUSTOMER  
SERVICE  
EXCELLENCE



## 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

## Contents

<b>Section</b>	<b>Page</b>
1. Inspection method and evidence base	1
2. Focus and purpose of inspection	1
3. Context of the school	1
4. Overall findings of the inspection	2
5. Quality of achievements and standards	2
6. Quality of provision	3
7. Quality of leadership and management	4
8. Conclusions: going forward	5

**Appendix** on trends in examination performance and other statistical data

## **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.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

Inspectors observed teaching and learning, scrutinised documentation, data and the pupils' written work and held formal and informal discussions with pupils (individually and in groups) teachers and staff with specific responsibilities.

The arrangements for this inspection included a meeting with representatives from the governors and the opportunity for all parents, teaching and support staff to complete a confidential questionnaire.

Thirty one parents (7%) and most of the staff responded to the questionnaires. Almost all of the staff commented positively on the caring, inclusive ethos in the school. The parents were similarly positive in their responses, making reference to the approachability and consideration of the senior leaders and the hard work and commitment of the staff. The very few issues raised were shared with the governors and senior leaders of the school.

## **2. Focus and purpose of the inspection**

In order to promote improvement in the interests of all pupils, the purpose of a 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.

## **3. Context of the school**

Shimna Integrated College is celebrating its 20<sup>th</sup> Anniversary. In line with the founding principles of inclusion and diversity, almost all of the pupils are taught within all-ability classes and almost all are entered for five or more GCSE examinations; no pupils are excluded from the school's analysis of the pupils' performance in public examinations. The school does not use academic selection as a criterion for entry. A minority of the pupils enter the school having attained less than the expected level in English and mathematics. Almost one-third of the pupils are identified as having special educational needs. The enrolment at sixth form stands at 127; the percentage of pupils who stay on from year 13 into 14 is above the Northern Ireland (NI) average. The school is committed to shared education, delivering language teaching to sixteen primary schools through its 'Sharing Languages, Sharing Cultures' programme.

<b>Shimna Integrated College</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
Year 8 Intake	86	87	85	102
Enrolment	532	547	546	572
% Attendance (NI Average)	93.5 (92.7)	93.4 (92.3)	94.3 (n/a)	N/A (n/a)
FSME Percentage <sup>1</sup>	15.97	17.91	17.76	23.25
% and (Number) of pupils on SEN register	23.49 ( 125 )	26.69 ( 146 )	28.93 ( 158 )	31.46 ( 180 )
No. of pupils with statements of educational needs in the mainstream school	42	42	43	43
No. of newcomers	*	*	*	*
<i>Intake<sup>2</sup>:</i>				
% of Y8 pupils with L5 English	17.44	19.54	4.7	9.37
% of Y8 pupils with L5 mathematics	25.58	21.83	7.05	15.62
% of Y8 pupils with L4 and above in English	79	74.7	74.1	81.25
% of Y8 pupils with L4 and above in mathematics	76.74	78.16	78.8	78.12
<i>Source: data as held by the school.</i>				

\* = fewer than 5

#### 4. Overall findings of the inspection

<b>Overall Effectiveness</b>	<b>Good</b>
<b>Achievements and Standards</b>	<b>Good</b>
<b>Provision</b>	<b>Good</b>
<b>Leadership and Management</b>	<b>Good</b>

#### 5. Quality of achievements and standards

- The pupils, whose behaviour is exemplary, have well-developed interpersonal skills. They can articulate and discuss their learning, and have appropriate thinking and problem solving skills.
- The highly-motivated pupils respond positively to the high expectations of all the teachers. They are open-minded, and by participating actively in addressing issues of social injustice they develop as caring, socially responsible and mature individuals.
- The percentage of pupils attaining five or more GCSE examinations at grades A\* to C, including English and mathematics, is above the NI average for non-selective schools in the same free-school meal (FSM) band. At post-16, the percentage of pupils who achieve three or more GCE A levels at grades A\* to C is in line with the average for similar schools.

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

<sup>2</sup> From 2013, KS2 standards in English and mathematics are reported as Levels of Progression in Communication and Using Mathematics and cannot be compared directly with KS2 data from previous years

- The pupils attain well in GCSE mathematics and there is a notable upward trend in the standards attained by the most able pupils by the end of Key Stage (KS) 4. Over the past three years, the school's performance in GCSE English and English literature has been below the NI average for non-selective schools although there has been improvement in both subjects last year. In GCE A-level English literature the outcomes have been well below the average over the same period. Attainment in the vocational subjects offered is good.
- The pupils who require additional support with aspects of their learning interact confidently with their peers and attain very well at GCSE and GCE A level.
- The standards attained by the pupils entitled to free school meals have decreased significantly and the school is focused on addressing this trend.
- The proportion of pupils progressing to higher education is well above the NI average for non-selective schools.

## **6. Quality of Provision**

- Planning, teaching and assessment were effective (good and better) at promoting learning in most of the lessons observed during the inspection.
- Characteristics of effective practice include: the teachers' knowledge of and enthusiasm for their subject; their high expectations for the pupils; well-paced teaching, with skilful questioning eliciting thoughtful responses from the pupils which develop their problem solving and thinking skills.
- In the less effective practice, in one-quarter of the lessons observed, the range of teaching and learning strategies were too narrow to respond effectively to the range of abilities and the level of challenge was too low, limiting learning for the pupils.
- During the inspection the pupils used mathematics accurately and effectively across subject areas to support and extend their learning.
- There is an inconsistent approach to raising standards in literacy across all subjects and the literacy co-ordinator has agreed with the senior leadership team a schedule to monitor and evaluate literacy provision across all the departments.
- A caring and supportive ethos throughout the school is evident in a strong focus on the health and well-being of the pupils and staff, the excellent working relationships, and the promotion of inclusion and equality. The pupils make a valuable contribution to the pastoral provision through, for example, participation in a well-conceived mentoring programme and the school council. The taught pastoral programme, which includes induction and transition programmes, is coherent, sensitive and responsive to the needs and interests of the pupils.
- The pupils enjoy the wider learning experiences provided. It is evident that they are aware what to do if they have any worries about their safety and well-being.

- The school's ethos of inclusivity extends to those pupils identified with special educational needs. The well-qualified coordinator for special educational needs ensures very effective support for teachers and teaching assistants; they benefit from both external and school-based in-service training, related to meeting effectively the often complex needs of the pupils in their care. A particular strength of the provision is the way the pastoral care of the pupils informs well-conceived intervention strategies. The school has identified appropriate priorities for development, and it will be important that insightful monitoring and evaluation of progress informs this work.
- The curriculum at KS3 is appropriately broad and balanced. However, while broad, the curriculum choice at KS4 is predominantly academic and the school has correctly identified the need to offer more level 2 vocational subjects to match the interests, abilities and aspirations of all the pupils<sup>3</sup>.
- A key strength of the high-quality careers education, information, advice and guidance is the access all the pupils have to independent, impartial advice and guidance specifically targeted at the key transition years 10, 12 and 14. The pupils make appropriate choices which are informed by a well-planned programme including guest speakers and careers visits. Local and national business links reinforce the effective use of work experience at years 12 and 13. By year 14 a majority of pupils have a very good understanding of the world of work, and the education and employment opportunities that are available to them.

## **7. Quality of leadership and management**

- The school development plan (SDP) is at the beginning of a three year cycle; the senior leaders have been diligent in seeking the views of parents, teachers, pupils and governors on school improvement. There is a clear, shared direction to the school's improvement agenda. Capacity building for leadership, which needs to be developed further at all levels, is one of the major priorities, along with the need to clarify the roles and responsibilities of co-ordinators. Based on inspection evidence, monitoring and evaluating the impact of the agreed improvement strategies on the pupils' learning and achievement, and classroom practice will be important factors during the current cycle of school improvement.
- The senior leaders continue to uphold the founding principles of the school and foster well a culture of care and support for all of the school community. They have high expectations of what the staff and pupils can achieve.
- A key feature of governance is the frequent opportunities for both pupils and staff to address, make presentations to and engage with the governors. Such contact informs effectively their contributions to, and knowledge of, the school development planning process. Based on the evidence at the time of inspection, there can be a high degree of confidence in the aspects of governance evaluated.

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<sup>3</sup> The school currently meets the statutory requirements of the Entitlement Framework in terms of courses offered at GCSE and GCE A levels and equivalent.

- On the basis of the evidence available at the time of the inspection the school has satisfactory arrangements in place for safeguarding young people. Due to staffing and training issues, the school has put in place interim designated staff arrangements which have been communicated to pupils, parents and staff. These arrangements do not reflect fully the guidance issued by the relevant Department; however, the school is working with the education and library board to ensure the relevant safeguarding training for the designated teacher is brought up to date.

## **8. Conclusions: going forward**

In the areas inspected, the quality of education provided by the school is good.

The school has important strengths in most of its educational and pastoral provision.

As identified within the SDP, the area for improvement is the need to develop further the capacity of leaders at all levels to monitor and evaluate the impact of school improvement on classroom practice, on the pupils' learning and on their achievements.

The school has demonstrated the capacity to address the area for improvement.

The ETI will continue to monitor the school's progress in addressing the area for improvement.



## Examination performance and other statistical data

### GCSE and equivalent examination results from 2011-12 to 2013-14

Based on data held by the school and verified with ETI, the table below compares 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 with the NI average for non-selective schools in the same free school meals category<sup>4</sup>.

<b>GCSE and GCSE equivalent subjects - *following permitted exclusions</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	98.75
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	69.57	50.6	70
<i>The NI average for similar schools in the same free school meals category<sup>5</sup></i>	<i>57.8</i>	<i>61.2</i>	<i>67.2</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	40.58	25.3	38.75
<i>The NI average for similar schools in the same free school meals category</i>	<i>31.8</i>	<i>33.8</i>	<i>34.5</i>
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	97.1	95.18	98.75
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)	38.46	22.22	7.14

<sup>4</sup> See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

<sup>5</sup> See benchmarking data and guidance contained in the DE Circular 2011/03: 'School Development Planning and Target-Setting'.

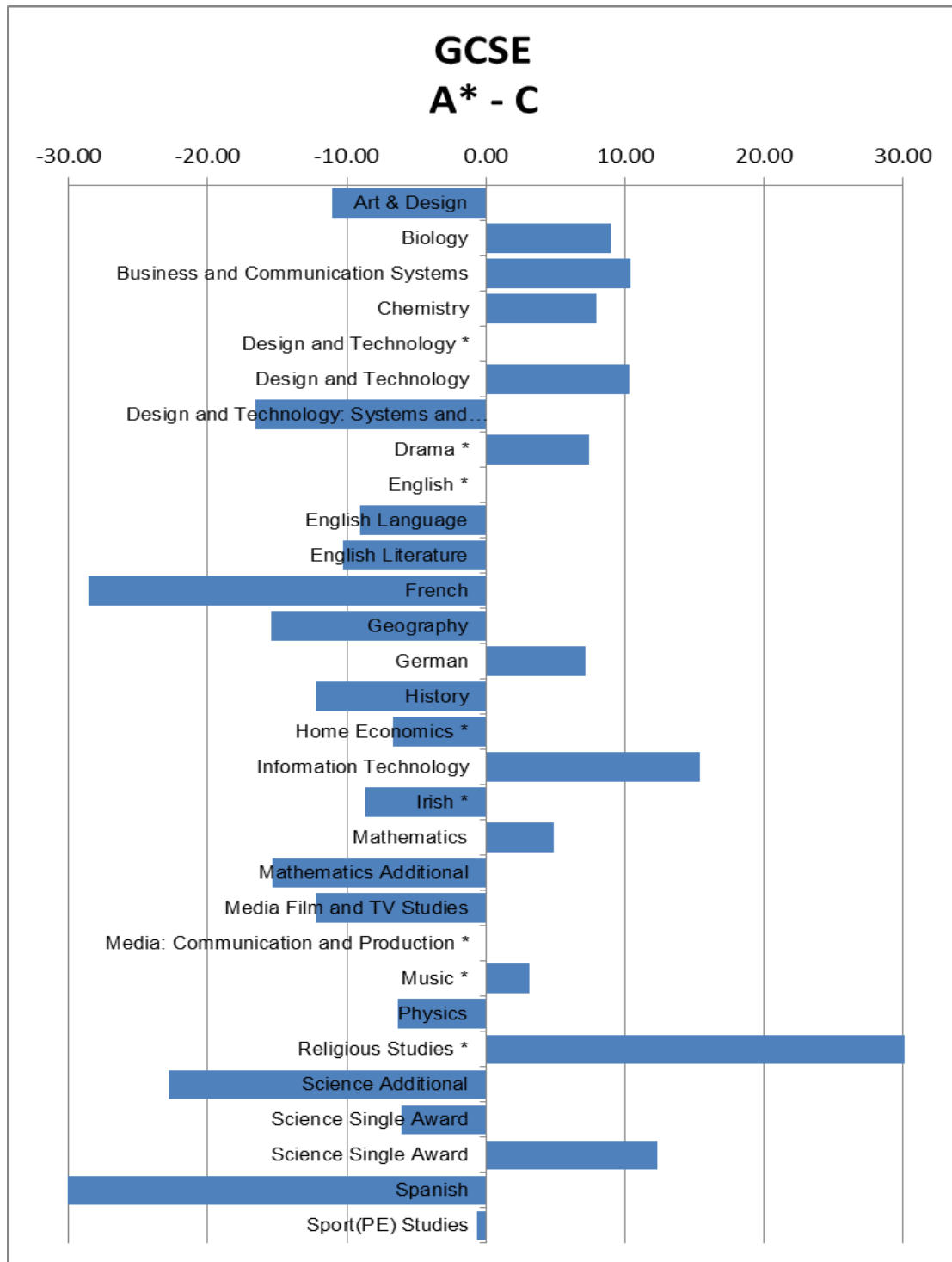
### Other examination results at key stage 4 from 2011-12 to 2013-14

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

Level 2	2012	2013	2014	Total entry over 3 years
	% pass	% pass	% pass	
Occupational Studies	100	100		9
BTEC Extended Certificate in Creative Media		100	100	31
BTEC Diploma in Public Services			100	3
BTEC Extended Certificate in Public Services			100	2
Entry Level English			100	5
FCSE French			100	7
FCSE German			100	2
FCSE Spanish			100	4

## Attainment of pupils in individual subjects at GCSE level at grades A\* to C from 2011-12 to 2013-14

The bar chart below illustrates, based on data held by the school and verified with ETI, the performance of each GCSE subject, in all exam boards, compared with the three-year average for pupils in non-selective schools in Northern Ireland. A positive value (to the right) shows that the average individual subject performance is above average. As the number of entries to each subject may vary considerably, 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 2011-12 to 2013-14

Based on data held by the school and verified 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	2012	2013	2014
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	71.42	89.13	84.09
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	45.24	26.09	40.91
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	100	93.48	97.73

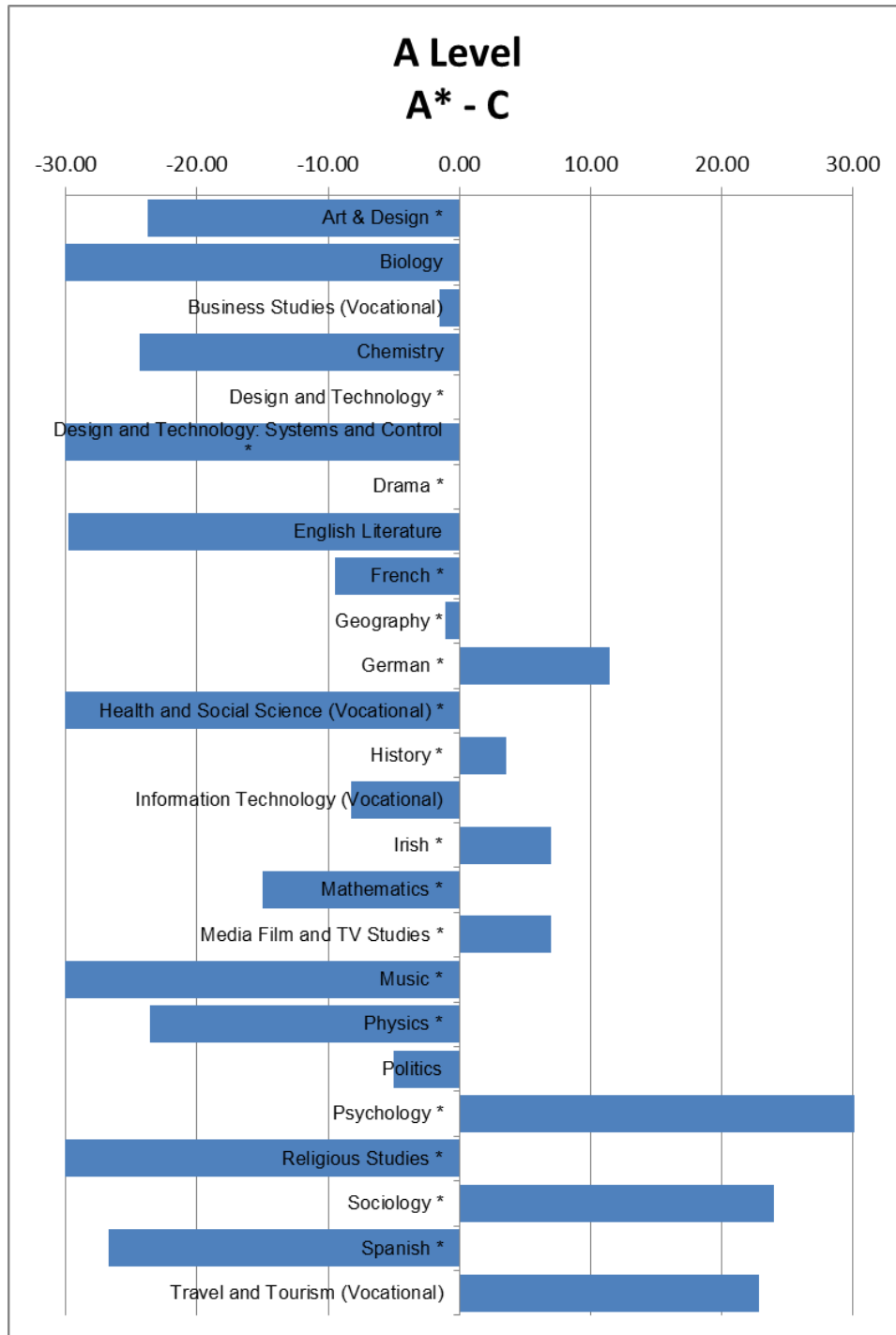
### Other examination results: post-16

Based on data held by the school and verified with ETI, the table below shows the percentage of year 14 pupils in Shimna Integrated College achieving pass grades in a vocational/applied course equivalent to GCE A level. No average is available from the examining board for the subject in these tables to facilitate comparison.

Level 3	2012	2013	2014	Total entry over 3 years
	% pass	% pass	% pass	
BTEC Subsidiary Diploma (sports studies)	100	100	100	23

**Attainment of pupils in individual subjects at GCE A level at grades A\* to C from 2011-12 to 2013-14**

The bar chart below illustrates, based on data held by the school and verified with ETI, the performance of each GCSE subject, in all exam boards, compared with the three-year average for pupils in non-selective schools in Northern Ireland. A positive value (to the right) shows that the average individual subject performance is above average. As the number of entries to each subject may vary considerably, comparisons should be treated with caution.



\*indicates fewer than 30 entries over 3 years

### Staying on rate

Based on data held by the school and verified 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 for non-selective schools from school census returns to DE for the most recent year for which data is available.

	NI Average	School
% Yr 12 staying on to Yr 13	52.8	56
% Yr 13 staying on to Yr 14	77.6	84.4

### 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 that leave school to enter further education, higher education or employment, or are seeking employment compared with the average for non-selective schools.

	School	NI	Level 2 (No.)	Level 3 (No.)	Level 3+ (No.)
Total Number of Leavers	87	13498			
Employment	8.0%	8.6%			
Further Education	39.1%	43.7%		7	
Higher Education	34.5%	22.0%			30
Training	19.5%	18.4%			
Unemployed	0.0%	3.9%			
Unknown	0.0%	3.4%			

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