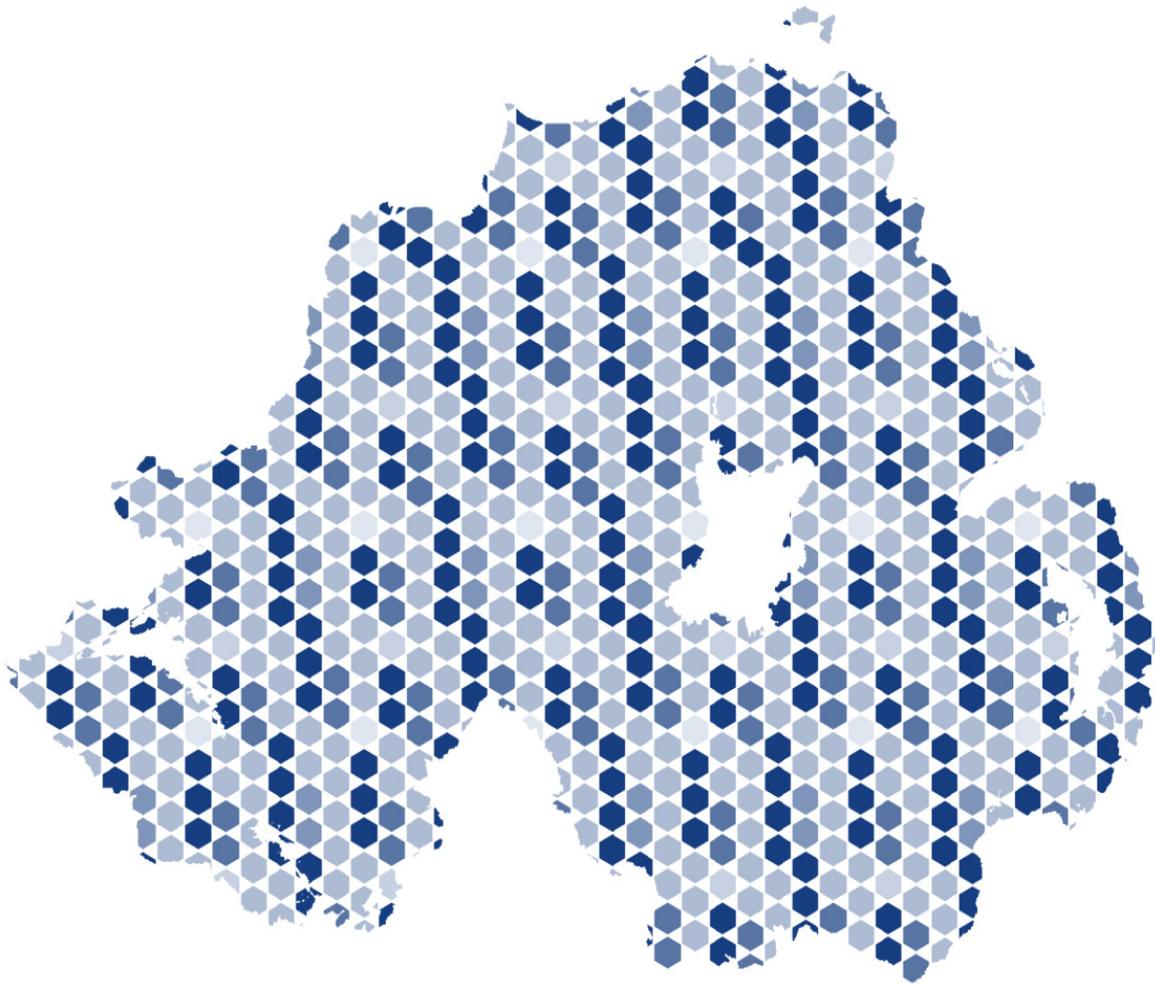


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Erne Integrated College

Grant Maintained Integrated, non-selective, co-educational
11-18 school

Report of an Inspection
in April 2012

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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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

GLOSSARY OF TERMS AND ABBREVIATIONS USED IN THE REPORT

The term '*similar schools*' refers to schools in the same free school meal category as defined by DE, whether they are selective or non-selective.

CEIAG	Careers Education Information Advice and Guidance
DE	Department of Education
ETI	Education and Training Inspectorate
EF	Entitlement Framework
FSM	Free School Meals
GCE A	General Certificate of Education Advanced Levels
GCSE	General Certificate of Secondary Education
HOD	Head of Department
ICT	Information and Communication Technology
KS	Key stage
NI	Northern Ireland
SDP	School Development Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SLT	Senior Leadership Team
STEM	Science Technology Engineering and Mathematics

1. CONTEXT

1.1 Erne Integrated College is situated on the outskirts of Enniskillen, serving a wide geographical area. The school is maintaining its enrolment well against a trend of falling numbers locally.

	2008	2009	2010	2011
Enrolment	414	417	420	423
FSM (Band 2) Percentage	19%	20%	20%	18.5%
% (No) of pupils on SEN register	50%(86)	51.9%(83)	54.6%(90)	54.7%(82)
<i>No. of pupils with statements</i>	20	21	27	35
<i>No. of newcomers</i>	26	28	26	29
Intake				
% of Y8 pupils with L5 English	6.85	12.12	5.88	20.34
% of Y8 pupils with L5 mathematics	10.96	21.12	8.82	22.03
% of Y8 pupils with L4 English	64.38	65.15	58.82	55.93
% of Y8 pupils with L4 mathematics	61.64	66.67	66.18	49.15

Source: Data as held by the school.

2. OVERALL FINDINGS OF THE INSPECTION

2.1 In most of the areas inspected the quality of education provided in this school is satisfactory.

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh the 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.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

2.2 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 budget, and in particular the post-16 provision, in order to address the current and future needs of the pupils and the staff.

3. ACHIEVEMENTS AND STANDARDS

3.1 The standards achieved by the pupils are satisfactory.

KEY FINDINGS

Most of the pupils demonstrate a positive disposition towards learning, develop good social skills and interact confidently with their teachers, peers and visitors when given the opportunity. During the inspection, the behaviour of the majority of the pupils and their participation in lessons were generally good. The newcomer pupils are very well integrated in all aspects of school life and make a valuable contribution to the school.

Data on Year 12 (Key Stage 4) performance

Comparisons based on the FSME percentage	2009	2010	2011
Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	94.2	96.36
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	43.33	43.08	45.1
Comparison with the NI average for similar schools	Above average	Above average	Well above average
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	58.82	50.77	58.82
Comparison with the NI average for similar schools	In line with the average	Well below average	Below average
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	90	90.77	84.31

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

Overall, the attainment of pupils in GCSE examinations is satisfactory. There has been an improving trend in the percentage of pupils obtaining grades A*-C in five subjects, including English and mathematics which compares favourably with similar non-selective schools. However, the percentage of pupils obtaining any five subjects in 2011 is below the NI average for similar schools; almost a third of GCSE subjects taken are more than ten percentage points below the NI average for non-selective schools.

Data on Year 14 (A2) performance

Comparisons based on NI average and on the FSME percentage	2009	2010	2011
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	62	70.8	63.4
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	27.03	32	40
Comparison with the NI average for all schools	Well below average	Well below average	Below average
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	97.3	92	92.5
Comparison with the NI average for similar schools	In line with the average	Well below average	Well below average

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

In two out of the past three years the percentage of pupils who obtain Grade E or above in at least 2 A levels is well below the NI average for similar schools. For the small numbers of pupils who sit three subjects at A level there has been a significant improvement in the percentage of students obtaining grades C or above, while remaining below the NI average. While the uptake of most subjects is very low, over the last three years, standards in most subjects are 10% or more below the NI average.

4. PROVISION FOR LEARNING

4.1 The quality of provision for learning is satisfactory.

KEY FINDINGS

The provision in English and in mathematics is good; in science it is satisfactory.

The majority of the lessons observed during the inspection were satisfactory or good, in almost equal measure; a significant minority were very good. The effective aspects of teaching included: work which built on prior learning and was challenging; teachers using a wide range of strategies to meet the range of needs within the class and skilful consolidation of learning at the end of the lesson. Effective questioning was employed by teachers to encourage and develop thinking skills. On other occasions, the work set was not differentiated to meet fully the wide range of abilities within the class. Here, the pace of the lessons was slow, with pupils not fully engaged in learning. The majority of the teachers do not have a clear and shared understanding of the place of assessment for learning and how it can benefit teaching and learning.

The quality of provision for SEN is satisfactory.

The school has identified approximately 55% of its pupils requiring additional support with aspects of their learning.

The SEN team has gathered important pupil performance data, and, in the last year, there has been an appropriate focus on the development of the IEPs. However, development is not matched by the understanding and expertise among all of the teachers which is necessary to ensure that the pupils' progress is tracked and measured closely enough to inform the planning for future teaching. The effectiveness of the teachers' use of the IEPs is inconsistent and, as a result, the pupils with special needs, including those pupils considered to be gifted and talented, are not benefiting.

The pupils in Learning Support benefit from good one-to-one and small group withdrawal support in literacy and numeracy. The teachers in Learning Support are responsive to the pastoral needs of the pupils and promote well their self-esteem, confidence and inclusion. Furthermore, there is good quality support for newcomer children which results in good examination outcomes.

4.2 The quality of the care, guidance and support of pupils is good.

KEY FINDINGS

The quality of the pastoral care and the inclusive and supportive ethos in the school are good. The pupils are helped to overcome barriers to their learning by the active efforts of the staff. The quality of the working relationships between the staff and pupils is very good; the pupils, including the newcomers, value highly the additional pastoral and academic support. The pupils spoke positively about their participation in the student council that contributes well to the life and work of the school. The recently-introduced assertive mentoring

programme in year 12 is targeting appropriately those pupils at risk of underachieving. The senior teachers responsible for pastoral care support effectively the pastoral teams. The rewards and sanctions policy is inconsistently applied across the year groups; the school has appropriately identified the need to develop a more consistent approach.

The personal development programme is not fully meeting the needs of all the pupils. There is a need to review the strategic management, planning and delivery of the overall programme including a robust evaluation of the effectiveness of the taught personal development programme.

The pupils are aware of what to do if they have any worries about their safety, care and well-being.

4.3 The curricular provision for the pupils is good at key stages 3 and 4 and satisfactory at post-16.

KEY FINDINGS

At KS3, the curriculum is suitably broad and balanced. At KS4 and at post-16 the school has made very good progress in recent years in increasing the curriculum choice offered by widening the range of appropriate courses. The school is a committed member of the Fermanagh Learning Community (FLC) and accesses a number of courses through the South West Regional College (SWRC) to help broaden its provision. There is a good enrichment programme that benefits the post-16 students and offers them a range of courses, some of which are accredited. At post-16, there are a considerable number of subjects offered which attract small numbers of pupils; this does not serve the best interests of the pupils.

The provision for CEIAG is satisfactory.

The pupils develop the skills necessary for employment through, for example, STEM initiatives, work placements in year 11, entrepreneurial initiatives and industrial visits. They benefit from good links with local employers and outside agencies. While the co-ordinator for CEIAG promotes effectively the profile of CEIAG in the school, in particular in KS4 and post-16, there is insufficient clarity and coherence in the co-ordinator's roles and responsibilities and between the CEIAG and the employability elements of Learning for Life and Work. The Principal and management team need to promote a more consistent approach to personal career planning across all of the key stages. The school does not have a discrete careers base.

5. LEADERSHIP AND MANAGEMENT

5.1 The leadership and the management are satisfactory.

KEY FINDINGS

There is evidence of strong support from all staff for the new Principal who has been in post for only two school terms at the time of the inspection. He has made a good start in identifying the issues within the school, and, in consultation with all staff, has accurately identified the priorities for action including the urgent need for improved results in external examinations.

Two senior teachers, appointed shortly before the inspection, support the Principal in helping to develop a culture of reflective thinking about teaching and self-evaluation within the school in order to improve the quality of provision. The new management structure is intended to promote greater strategic leadership in the school. The senior teachers are aware of the need to make better use of a wide range of data to help improve planning, teaching and provision within the subject areas and are helping the teachers to do so.

The middle managers are also aware of the need to develop the process of monitoring and evaluation to improve the quality of teaching and learning within subjects and across the curriculum.

The SDP is at a developmental stage and does not currently meet the requirements of the School Development Plan regulations (Northern Ireland) 2010: it will be appropriate to review and refine the action plans in light of the findings of this inspection.

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 relevant Department.

6. CONCLUSION

6.1 In most of 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.

6.2 The main areas for improvement are the need for the principal and senior teachers:

- to plan, monitor and evaluate in a strategic and systematic manner, with a focus on improving teaching and learning to meet the needs of all the pupils, in order to raise standards; and
- to clarify the pastoral, CEIAG and curricular roles and responsibilities, with a view to building capacity at all levels of leadership.

6.3 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 budget, and in particular the post-16 provision, in order to address the current and future needs of the pupils and the staff

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

STATISTICAL INFORMATION

- 1.1 i. School: Erne Integrated College
 ii. School Reference Number: 226-0280
 iii. Age Range: 11-18
 iv. Status: Grant Maintained Integrated
 v. Date of Inspection: W/C 16/04/12
 vi. Area of Study: Standard Inspection

1.2 Intake/Enrolment

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 8 Intake	69	73	66	68	59
Total enrolment	415	414	417	420	423

1.3 Attendance

Year 2010/11	8	9	10	11	12	13	14	Average 2010/11	NI Average 2009/10
% Attendance	90.4	91.7	89	91.1	91.2	85.9	91.4	90	91

- 1.4 i. Total Number of Teachers: 34.771 iii. Contact ratio (percentage of timetabled time in direct class contact): 0.718
- ii. PTR (Pupil/Teacher Ratio): 12.223

Year 2011/12	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	35	42	31	44	42	35	20	249
Enrolment: Girls	24	22	33	27	27	27	14	174
Enrolment: Total	59	64	64	71	69	62	34	423
PTR	14.124	11.171	14.895	12.393	12.753	12.869	7.63	

- 1.5 Staying On Rate (2009/10) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	61.3	NI Av Year 13	47.4
Year 14	67.7	NI Av Year 14	34.5

1.6 Leavers' Destinations

2009/10	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	43		38	
Another School	5%	14.8	0%	2.4
Employment	2%	5.2	11%	12.3
Full-time Further Education	88%	47.5	37%	28
Full-time Higher Education	N/A	N/A	45%	42.5
Full-time Training	0%	25.1	3%	5.1
Seeking Employment/Unemployed	5%	3.6	3%	5.8
Unknown/Long Term Sick/Pregnant	05	3.8	3%	3.9

TABLE 1 outlines the school's GCSE EXAMINATION RESULTS

HEADLINE STANDARDS

NB: The NI average for all non-selective schools of pupils obtaining Grades C or above in at least 5 subjects including English and Mathematics in 2011 is 36.4%

Data on Year 12 (Key Stage 4) performance

Comparisons based on the FSME percentage	2009	2010	2011
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Comparison with the NI average for similar schools	In line with the average	Well below average	Below average
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	90	90.77	84.31

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

TABLE 2 shows the 3 year average performance of each individual subject at GCSE

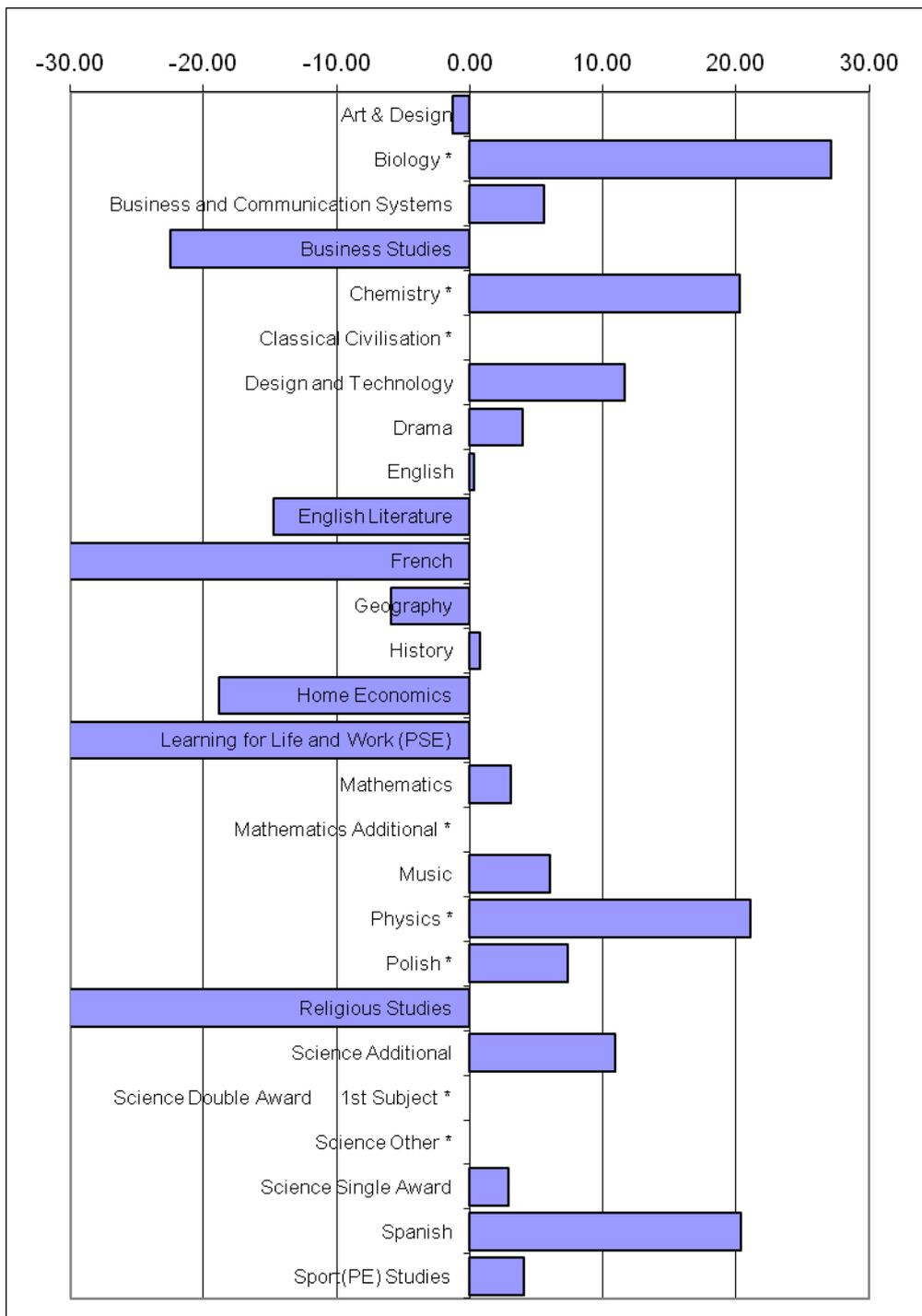


TABLE 3 outlines the school's GCE (A2) EXAMINATION RESULTS

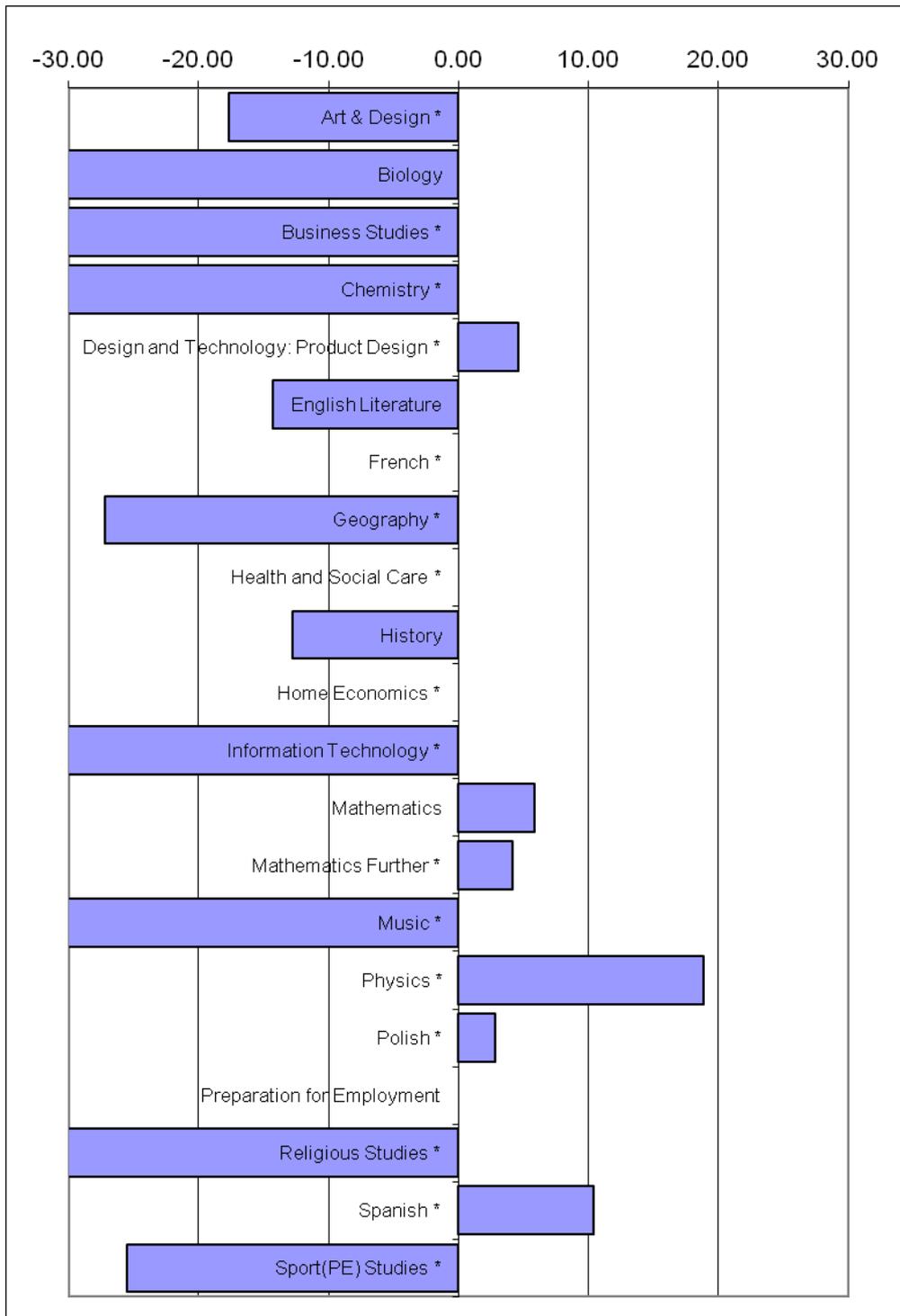
HEADLINE STANDARDS

Data on Year 14 (A2) performance

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<i>Comparison with the NI average for all schools</i>	<i>Well below average</i>	<i>Well below average</i>	<i>Below average</i>
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	97.3	92	92.5
<i>Comparison with the NI average for similar schools</i>	<i>In line with the average</i>	<i>Well below average</i>	<i>Well below average</i>

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

TABLE 4



The following subjects had an entry of less than 30 pupils over three years to June 2011: art and design, business studies, chemistry, design and technology, geography, information technology, music, further mathematics, physics, polish, religious studies, Spanish and sport studies.

SUMMARY OF THE MAIN FINDINGS FROM THE AREAS UNDER FOCUS

The overall quality of the provision for English is **good**.

The strengths include:

- the very good working relationships in almost all of the classes observed;
- the quality of the teaching observed, most of which was good or very good;
- the good standards attained by the pupils in GCSE English and A Level English Literature;
- the range of effective strategies implemented to raise further the standards in literacy; and
- the effective leadership of the head of department.

The area for improvement is the need:

- to make more effective use of assessment data in order to monitor and evaluate the pupils' progress, inform teaching and ensure that the needs of all of the pupils are met.

The overall quality of the provision for mathematics is **good**.

The strengths include:

- the very good results achieved at grades A*-B in the 2011 A level and GCSE mathematics examinations;
- the hard-working teachers and the good working relationships in most of the lessons observed;
- the good opportunities provided for the pupils to participate in a range of STEM related extra-curricular mathematical activities and competitions;
- the good start made to using assessment data to baseline the pupils' mathematical ability and track their progress through key stages 3 and 4;
- the pupils' enthusiasm and ability to work well collaboratively, when given the opportunity; and
- the good leadership of the head of department and her enthusiasm and capacity to bring about improvement.

The areas for improvement include the need:

- for the head of department to monitor and evaluate more systematically the quality of the teaching, learning and assessment to ensure consistency across the department; and

- for the teachers to provide a wider range of learning experiences which are differentiated to reflect the wide range of abilities of the pupils.

The overall quality of the provision for science is **satisfactory**.

The strengths include:

- the positive working relationships between the pupils and the teachers;
- the willingness of the pupils to respond creatively and apply their scientific knowledge when given the opportunities;
- the good or very good quality of the teaching in one-half of the lessons observed;
- the good uptake and standards in KS4 double award science; and
- the commitment of the head of department and the departmental team to review and improve classroom practice.

The areas for improvement include the need to:

- make more effective use of data analysis to guide planning for improvement and classroom practice that takes account of the changing range of abilities of the school's intake;
- raise the standards attained in KS4 single award science; and
- improve the uptake of and the standards attained in the A level provision.

HEALTH AND SAFETY

- A health and safety risk assessment of access control into and out of the school buildings and school grounds is required because of the following:
 - there is open access to the school grounds, and there is no secure door access to the school buildings;
 - there is insufficient access to the rear of school site for vehicular traffic and emergency services;
 - there is limited access for the pupils to playing pitches and other areas within the school site due to subsidence and inadequate drainage;
 - there are plans for a “Blue Light” access road to the nearby hospital and
 - the low height of some of the safety fences and railings.
- The school roof leaks.

SCOPE AND METHOD OF THE INSPECTION

The standard inspection of Erne Integrated College focused on achievements and standards, learning and teaching, curriculum provision and on leadership and management across the school as a whole. The key questions and quality indicators which guide inspection and self-evaluation in these three aspects of post-primary schools, which were applied to this inspection, are available in the Inspectorate's 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 scrutinised documentation and the pupils' written work and held formal and informal discussions with pupils, teachers and staff with specific responsibilities. Specialist inspectors paid particular attention to English, mathematics and science, providing detailed oral feedback to the teachers in these areas. Detailed findings are reported in Annex 3.

The inspection also focused on the provision for pastoral care and the arrangements for child protection; the provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life and on progress towards the Entitlement Framework.

The arrangements for the inspection included:

- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire to the inspection;
- meetings with representatives from the governors;
- meetings with groups of pupils from years 8, 10, 12, 13 and 14.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	105	50	47.6	28
Teachers	35	25	87	8
Support Staff	11	*	*	*

* = fewer than 5

The returns from questionnaires sent to the teachers and the parents were positive in almost all respects; many parents indicated how satisfied they were with the work of the new principal. A small number of teachers commented on limitations in communications. The ETI reported to the Principal and representatives of the governors the few concerns emerging from the questionnaires and, where appropriate, these have been commented on within the report.

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