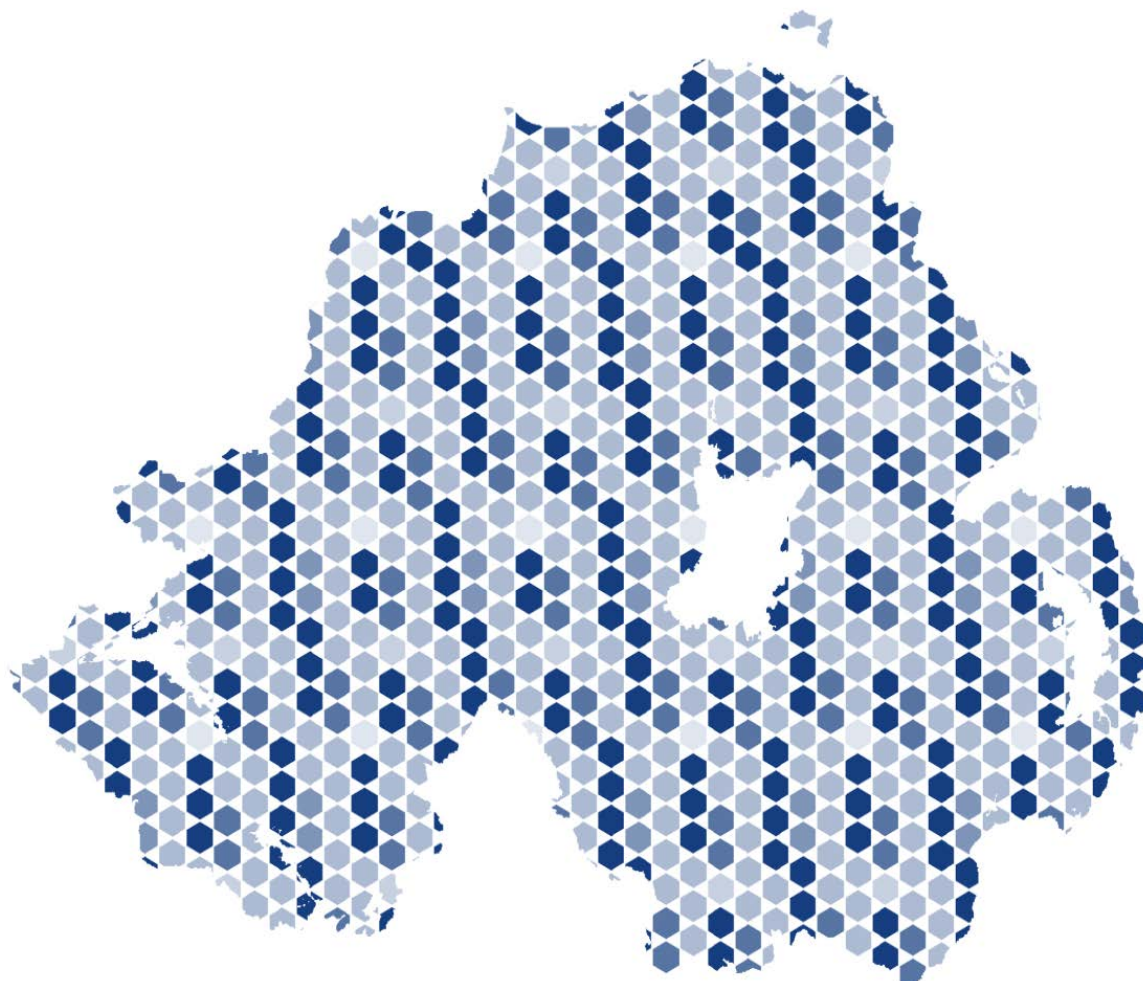


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

North Coast Integrated College
Coleraine

Grant maintained integrated , 11-18, non-selective school

Report of an Inspection
in November 2012



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CONTEXT OF THE INSPECTION (METHOD)

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 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.

The arrangements for this inspection included:

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

Data on the questionnaire returns is shown in the table below.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	120	46	38	23
Teachers	27	25	92	6
Support Staff	29	16	55	*

* fewer than 5

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 (Inspectorate) use the following performance levels (grades) in reports:

Performance Level	Descriptor
Outstanding	Outstanding characterised by excellence
Very Good	Consistently good; major strengths
Good	Important strengths in most of the provision. Areas for improvement which the school has the capacity to address
Satisfactory	Overall sound/satisfactory but with areas for improvement in important areas which need to be addressed
Inadequate	A few strengths; significant areas for improvement which require prompt action
Unsatisfactory	Poor; major shortcomings which require urgent action

1. INTRODUCTION

1.1 CONTEXT OF THE SCHOOL

North Coast Integrated College draws most of its pupils from the town of Coleraine. The school is working in challenging circumstances: there is a downward trend in the year 8 intake, a significant number of pupils have a range of complex social, emotional and learning issues, key stage (KS) 2 outcomes for pupils entering the school are low and there is a high and growing percentage of pupils entitled to free school meals, which is almost half of the pupils in years 8-12 in the current academic year. There are 123 pupils in the sixth form.

North Coast Integrated College	2009/10	2010/11	2011/12	2012/13
Year 8 Intake	70	77	48	55
Enrolment	475	494	454	456
% Attendance (NI Average)	86 (91)	87 (91)	88 (91)	N/A (N/A)
FSME Percentage ¹	29	31	32	35
% (No) of pupils on SEN register	10 (49)	12 (59)	18 (83)	17 (79)
No. of pupils with statements of educational needs	20	19	18	14
No. of newcomers	5	5	6	*
Intake				
% of Y8 pupils with L5 English	0	*	*	*
% of Y8 pupils with L5 mathematics	*	*	*	*
% of Y8 pupils with L4 and above in English	64	51	54	62
% of Y8 pupils with L4 and above in mathematics	64	52	52	56

Source: data as held by the school.

* fewer than 5

1.2 FOCUS AND SCOPE OF THE INSPECTION

The standard inspection of North Coast Integrated College focused on achievements and standards, learning and teaching, curriculum provision and on leadership and management across the school as a whole.

Specialist inspectors paid particular attention to the English, mathematics, home economics and health and social care provision and gave detailed oral feedback to the teachers in these areas; a summary of the findings is reported in Appendix 2.

The inspection also focused on: the provision for pastoral care and the arrangements for child protection and safeguarding; the provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life; the provision for careers education, information, advice and guidance (CEIAG); and the progress made in meeting the requirements of the Entitlement Framework.

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

1.3 OVERALL FINDINGS OF THE INSPECTION

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

2. ACHIEVEMENTS AND STANDARDS

2.1 The overall standards achieved by the pupils are inadequate².

KEY FINDINGS

When, in the majority of instances, opportunities are provided through teaching which has sufficient challenge, the pupils demonstrate a positive disposition to learning and acquire and develop effective social skills and confidence. However in a significant minority of the teaching there were not enough opportunities for the pupils to develop their wider skills, such as communication and problem solving, which allow them to think and learn independently and collaboratively. In these instances, the teachers' expectations of what the pupils can achieve are too low, which impacts adversely on the pace and progress of their learning and on the overall quality of the learning experience.

Data on Year 12 (Key Stage 4) performance:

GCSE and GCSE equivalent subjects	2010	2011	2012
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	93	87	93
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	57	61	70
<i>Comparison with the NI average for similar schools in the same free school meals category</i>	<i>In line with the average</i>	<i>Above average</i>	<i>Well above average</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	31	22	19
<i>Comparison with the NI average for similar schools in the same free school meals category</i>	<i>In line with the average</i>	<i>In line with the average</i>	<i>Well below average</i>
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	80	88	91
Percentage of school leavers entitled to free school meals achieving 5 or more GCSEs Grades A*-C or equivalent (including GCSE English and GCSE Mathematics)	18	22	14
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	69	71	64

Source: Data as held and verified by the school, with DE benchmarks³

There have been significant improvements in the proportion of pupils achieving any five or more General Certificate of Secondary Education (GCSE) subjects at grades A* to C. In the

² For additional performance data in public examinations, including in vocational subjects, see Appendix 1

³ DE Circular 2011/03: 'School Development Planning and Target-Setting'.

last four years, the percentage has doubled to 70%, as a consequence of the provision of more appropriate applied and vocational courses which meet the needs and interests of many of the pupils and who as a result are achieving good outcomes. The good progress being made more widely is not evident in the English and mathematics outcomes. When GCSE English and mathematics is taken into account, standards are falling for all pupils and in particular those who are entitled to free school meals. The school is aware of the need to raise standards and has already introduced additional literacy and numeracy support.

Around one-half of the GCSE subjects are more than five percentage points above the corresponding three-year Northern Ireland average, while just over one-third of subjects are more than ten percentage points above; however, around half of the subjects are five percentage points or more below.⁴ It is a priority for the leadership to address the unevenness in outcomes by disseminating some of the better practice in learning and teaching that is taking place in some areas of the curriculum.

The majority of pupils who require additional support with their learning make progress in line with their ability.

Data on Year 14 (A2) performance:

GCE A Level or equivalent	2010	2011	2012
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	20	29	26
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	90	92	93

Source: Data as held and verified by the school.

The proportion of year 12 pupil who progress into year 13 and then into year 14 are in line with the Northern Ireland average; the majority of the pupils in year 14 progress into further education, employment or training programmes. In order to meet more effectively the needs of the pupils in year 13 the school is actively enhancing the provision based on local market intelligence to ensure that more appropriate progression and career pathways are available.

There is a rising trend in pupils' attainment at General Certificate of Education (GCE) Advanced (A) Level over the last three years, but outcomes remain well below the corresponding Northern Ireland averages at grades A*-C. A minority of pupils who take applied subjects achieve very well.

3. PROVISION FOR LEARNING

3.1 The quality of the provision for learning is satisfactory.

KEY FINDINGS

3.1.1 The quality of the provision for learning, teaching and assessment is satisfactory.

The provision in English and mathematics is satisfactory, and in home economics and health and social care it is good⁵.

⁴ See Appendix 1 for details.

⁵ For detailed findings of the provision in English, mathematics, home economics and health and social care see Appendix 2.

Nearly all of the lessons observed were satisfactory or better. In the more effective practice, in over half of all lessons observed, the teachers have high expectations of what the pupils can achieve; they employ a range of tasks which are tailored to the ability of the pupils and ensure that the pace of learning is brisk. In addition, working relationships are good; resources are well matched to the interests and needs of the pupils, resulting in good levels of pupil engagement and learning.

In a significant minority of the lessons seen, the level of the pupils' engagement in learning is too low, due to over-directed whole-class teaching, a dependency on work-books and teaching that is not matched closely enough to the needs and abilities of all of the pupils. In a few instances, the behaviour of a small number of pupils is challenging; in some instances due to lacklustre teaching.

The teachers' planning and marking for improvement is satisfactory, although variable in quality across the school. The use of ICT to support learning and teaching is satisfactory and it would benefit pupils for the staff development programme to include training on how to use ICT to stimulate learning and enhance teaching further.

Addressing the inconsistency in the quality of learning and teaching is a priority. There is a need for the Principal to plan systematically and provide staff development opportunities for all staff to learn from the good work, evident in some areas of the curriculum, in enabling pupils to overcome barriers to their learning.

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

KEY FINDINGS

The quality of the pastoral care is good.

The pupils benefit from the inclusive, caring and supportive ethos that exists throughout the school and which underpins the positive working relationships. The pupils are generally courteous and friendly; they engaged confidently in discussion with the inspection team and spoke with enthusiasm about the care and support provided by the teachers.

The responses of parents who completed the confidential questionnaire indicated a high level of satisfaction with the work of the school. In particular, the parents were appreciative of the work of the staff and the effective links between home and school in supporting the pupils. A small number of parents praised the school for the way in which their children gain confidence; a view echoed by the governors.

The pupils benefit from the commitment of the teachers to their well-being. Pastoral staff work assiduously with the parents, carers and a range of external agencies to help the pupils address the individual and social challenges they face, in order to engage them more fully in school and help them overcome any adverse impact these matters have on their learning.

The school has identified appropriate aspects of its pastoral provision for further development and the actions implemented to date are beginning to show improvement. The school has a good range of well-established pastoral programmes and other initiatives to meet the needs of its pupils. For example, the year 8 pupils settle well as a result of effective induction. All pupils access a good range of extra-curricular activities and there is a merit system, which encourages the pupils to work hard and engage in their learning. The recent initiatives to improve attendance are showing some sign of improvement on figures which are below average. The impact of the many pastoral initiatives and programmes is not currently evaluated robustly enough to help all of the teachers identify and use approaches to classroom teaching which are most effective for all pupils.

The overall quality of the provision for pupils with special educational needs is satisfactory.

There is an increasing number of pupils, who have special education needs (SEN), including those who are at risk of marginalisation. These pupils are supported well by the SEN and pastoral teams. The pupils benefit from interventions, such as, for example, support for literacy and numeracy. The teachers make appropriate use of performance data and pastoral information to identify those who need additional help.

Pupils are supported individually, and in small groups, through the work of the classroom assistants, who are deployed well and manage withdrawal sessions with assurance, resulting in the pupils gaining confidence, demonstrating increasing independence and becoming more secure in their learning. The majority of the pupils who have SEN make progress in line with, or surpass expectations in their learning and in their social skills.

The quality of the teaching to support those pupils who have special needs is variable. The individual education plans have been reviewed recently, but there is limited guidance provided to teachers on the most effective strategies to support the pupils who have specific and additional needs. Consequently, the teachers use a narrow range of strategies and resources which limits the opportunities for pupils to work in the ways that they learn best.

The coordinator has established and maintains good links with an appropriate range of external support agencies, in order to support the pupils' needs. There is regular monitoring and reporting, through the school's 'Care Team' on the progress of the small number of pupils receiving education outside the school. Inspection evidence confirms that the pupils on the SEN register receive appropriate help and in some cases progress sufficiently to be taken off the register. However, a small number of pupils have remained on stage 1 of the SEN code of practice for too long and the school needs to take them off the register, or advance them to the next stage. The school development plan (SDP) lacks reference to priorities for the development of SEN provision. In light of the increasing challenge in the profile of the pupils, there is not enough emphasis currently being placed on providing high quality professional development to enable staff to develop further their expertise.

The quality of the provision for careers education, information, advice and guidance is good.

The pupils benefit from well-informed, structured and supportive careers guidance and experiences. CEIAG is led effectively by the highly committed and experienced head of department who, appropriately, is a member of the senior management team.

The self-evaluation of the quality of the provision is well informed by the CEIAG quality indicators. The head of department has a clear understanding of improvement planning and has identified appropriate priorities for development including the need to embed careers education further within the teaching and learning of all subjects. The absence of a careers team means that staff expertise across the school is not contributing to careers education.

Appropriately, at key stage (KS) 4, the taught careers programme is delivered through the employability strand of learning for life and work and is complemented well by individual careers guidance and advice.

At KS4 and post-16, almost all of the pupils benefit from relevant work experience placements, which provide good opportunities for the development of their employability skills and raise their awareness of employment options available within the local and regional labour markets. These opportunities are enhanced further by a comprehensive range of work-related learning, such as: engaging in a series of mock interviews, including those conducted by local business professionals; participating in enterprise programmes; attending careers events; and hearing from visiting speakers.

3.1.3 The curricular provision for the pupils is good.

KEY FINDINGS

The school is making very good progress towards meeting the requirements of the Entitlement Framework; at KS4 the school exceeds the Entitlement Framework target and is on course to meet the requirement for post-16 pupils by 2015.

The school has recently reviewed its curriculum and it provides a suitably broad and balanced programme for the pupils at KS3 and at KS4, which meets the changing needs and abilities. Modern language has been re-introduced at GCSE level and examination outcomes have improved.

At KS4 and at post-16, the school has extended its curriculum to include a wide range of applied and vocational courses. The curriculum now meets well the needs of these pupils and is reflected in the positive examination outcomes in applied subjects.

The collaborative work undertaken by the vice-principal in charge of curriculum and the head of careers, with their counterparts in the Coleraine Area Learning Partnership, has been highly effective, resulting in the school's involvement in a range of innovative developments to benefit the pupils. For example, the school's desire to use digital technologies to increase access to a broader curriculum has led to its participation in a blended learning project. Moreover, it is working collaboratively with its partner schools to plan for a local careers event, to include representation from the sector skills councils. While there is collaboration with other schools in the area learning community, the pupils would benefit from the school working in closer co-operation with the local college of further education.

4. LEADERSHIP AND MANAGEMENT

4.1 The overall quality of leadership and the management is satisfactory.

KEY FINDINGS

The senior leadership team (SLT), comprising the Principal, vice-principals and three senior teachers provides leadership of key aspects of the work of the school to varying degrees of effectiveness. They have established procedures for self-evaluation and improvement planning with staff and have taken account of the views of the pupils about their interests and aspirations. They have analysed a range of data to inform the school development plan and guide the strategic direction of the school.

The vice-principals lead well their respective roles alongside the senior teachers. There is good evidence that a range of actions is resulting in improvements, such as the good performance in applied and vocational courses, the good year-on-year improvements made in pupils attaining 5 GCSEs, or equivalents, at grades A*-C in some subjects. In addition,

the leadership has put into practice processes for teachers to use data effectively to address the pupils' academic and pastoral needs. Consequently, the pupils benefit from the teachers' closer monitoring of their academic progress and the appropriate interventions which address well their pastoral needs.

The Principal has been in post for 12 years and has developed positive working relationships and open channels of communication with most of the staff and pupils. He has encouraged an appropriate range of links and partnerships with the wider community. The Principal's oversight of self-evaluation and monitoring practices lacks sufficient rigour and does not provide a coherent enough framework to share and develop further the improvement practice evident in aspects of the work that he oversees. There is, in particular, a need to improve the quality and consistency of learning and teaching and to raise standards and achievement in GCSE English and mathematics.

The leadership of the school, at all levels, recognises the need to be more effective. The governors are well-informed about important aspects of the work and life of the school and they have a good awareness of whole-school performance in public examinations. It will be important, in the interests of the pupils that they work alongside the Principal in raising standards by exercising their challenge function more explicitly. The current lack of structures and systems to support the management and implementation of improvement initiatives limits the extent to which all staff contribute to whole-school improvement. The Principal and the Board of Governors need to review these arrangements and introduce systems to address the issues identified in this report.

The school development plan does not meet fully the requirements of the Education (School Development Plans) Regulations (NI) 2010; it is not evaluative enough and there are too many priorities.

The ETI reported to the Principal and representatives of the governors the few minor areas of concern arising from the questionnaires and, where appropriate, these have been commented on within the report.

On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding pupils; these arrangements reflect the guidance issued by the Department of Education.

The available accommodation and resources are managed effectively to support learning and teaching, despite a few concerns regarding resources expressed by some respondents in the questionnaires.

5. CONCLUSION

5.1 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 pupils are to be met more effectively.

5.2 The main areas for improvement include the need:

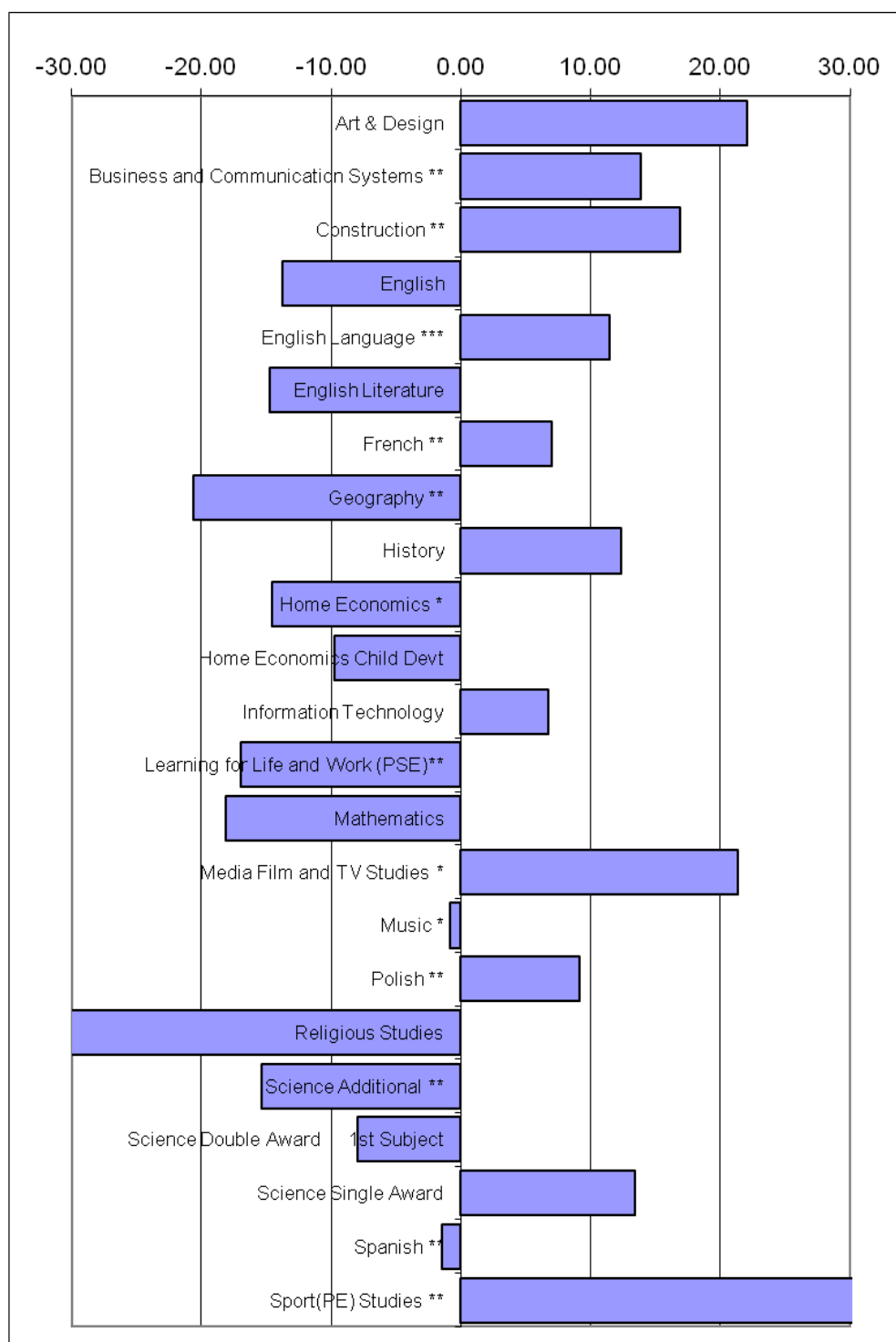
- to improve the outcomes achieved by the pupils in GCSE English and mathematics, in line with their attainment in applied subjects;
- to ensure there is greater consistency in the quality of learning and teaching; and

- for the governors, working with and through the Principal, to ensure that the school has the necessary vision, direction and leadership to effect improvement and raise standards.

The ETI will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

GCSE EXAMINATION RESULTS

**Comparison with the three-year NI average at
grades A* to C from 2009-10 to 2011-12**



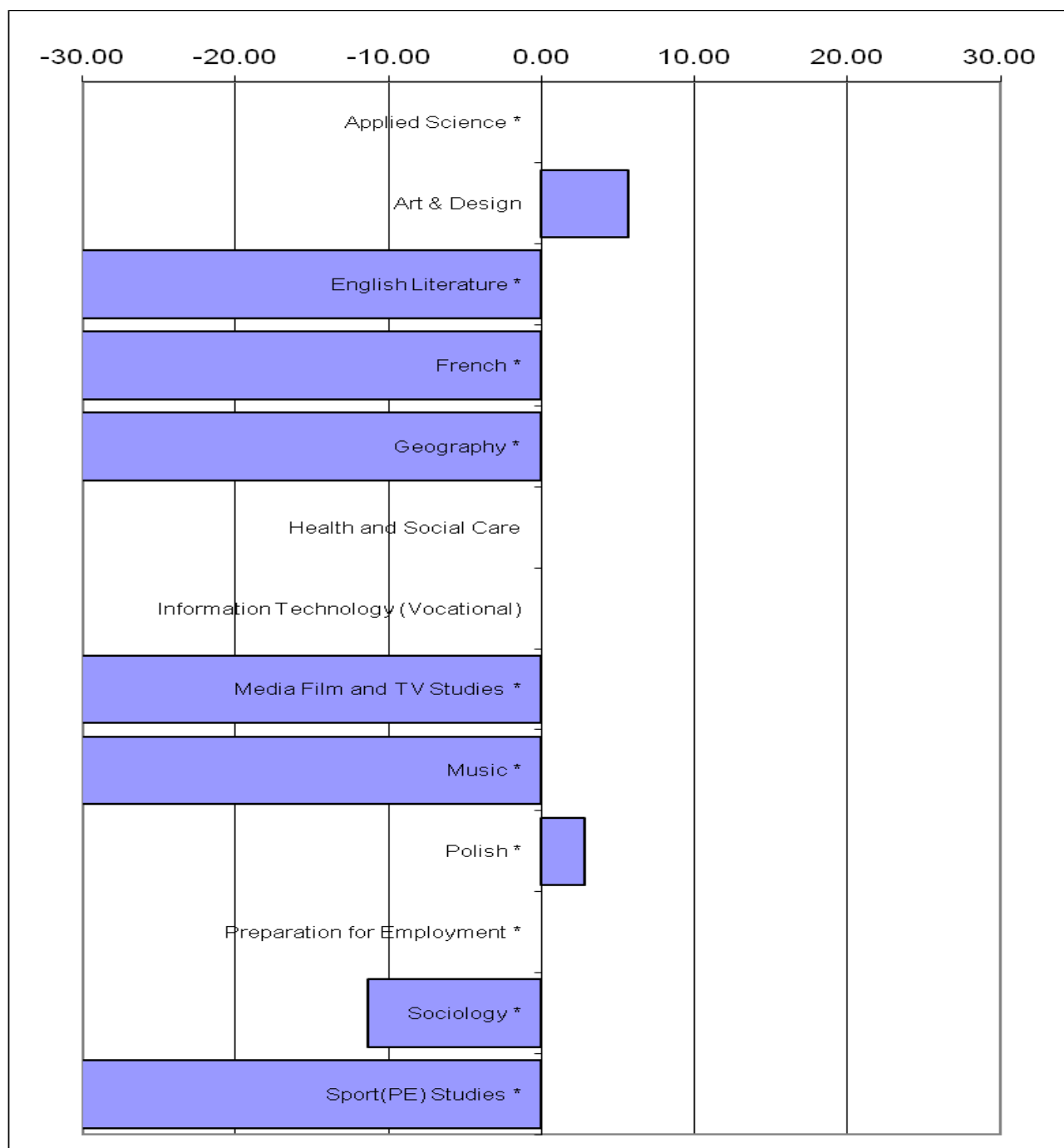
* fewer than 30 entries over the past three years

** fewer than 30 entries over the past three years with no entries in 2011 or 2012

*** new subject with first cohort of fewer than 30 entered in 2012

GCE EXAMINATION RESULTS

Comparison with the three-year NI average at
grades A* to C from 2009-10 to 2011-12



* subjects with fewer than 20 entries over the last three years

TABLE 1: OTHER RESULTS: KEY STAGE 4

Applied and Vocational Courses taken in the last three years. (All Level 2 qualifications, unless otherwise stated)

Subject	2010			2011			2012			Total entry over 3 years
	Pass	Merit	Distinction	Pass	Merit	Distinction	Pass	Merit	Distinction	
Health and Social Care				*	*	9	*	*	14	32
Performing Arts	*	*	*	*	*	6	5	*	*	24
Sport				10	*	7	8	*	5	38
Travel and Tourism				*	6	*	*	*	*	20
Business Studies				6	*	16	5	6	9	44

* = fewer than 5

TABLE 2: OTHER RESULTS: POST-16

Applied and Vocational Courses taken in the last three years. (All Level 3 qualifications, unless otherwise stated)

Subject	2010			2011			2012			Total entry over 3 years
	Pass	Merit	Distinction	Pass	Merit	Distinction	Pass	Merit	Distinction	
Performing Arts				5	5			*		11
Travel and Tourism	*	5	*	*	6	*	*	*	*	29
Hairdressing					*		*			5

* = fewer than 5

TABLE 3: STAYING ON RATE 2011/2012 (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	56	NI Av. Year 13	47.85
Year 14	40.7	NI Av. Year 14	36.5

TABLE 4: LEAVERS DESTINATIONS

2010/11				
	Yr 12	NI %	Yr 13/14	NI%
Total Number of Leavers	62		47	
Another School	8%	15.8	*	2.5
Employment	0%	4.4	15%	11.7
Full-time Further Education	42%	45	23%	31.1
Full-time Higher Education	N/A	N/A	32%	38.5
Full-time Training	34%	28	*	6.5
Seeking Employment/Unemployed	13%	3.5	19%	6.6
Unknown/Long Term Sick/Pregnant	*	3.3	*	3.1

* = fewer than 5

SUMMARY OF THE MAIN FINDINGS: ENGLISH, MATHEMATICS AND HOME ECONOMICS AND HEALTH AND SOCIAL CARE

English

The quality of the provision for English is satisfactory.

The strengths of the provision include the:

- good quality of the teaching and the very good working relationships observed;
- good standards achieved by the one-third of pupils who are entered for the recently-introduced GCSE English language;
- good support provided for those pupils who have additional needs in literacy; and
- collegial ethos fostered by the head of department.

The areas for improvement are the need to:

- improve the standards attained by the pupils in GCSE and GCE examinations; and
- develop further the processes for monitoring and evaluation within the department in order to identify and disseminate the best practice in teaching and learning, with a particular focus on improving pupils' writing processes and skills.

Mathematics

The overall quality of the provision for mathematics is satisfactory.

The strengths of the work include the:

- good, or very good, learning and teaching in half of the lessons observed;
- hard-working teachers who are committed to the continued improvement of the pupils' learning experiences in mathematics;
- pupils' very good ability to work well collaboratively when given the opportunity; and
- good leadership of the head of department, who has recently put in place a range of strategies to address low achievement and under achievement, and the evidence of rising standards.

The areas for improvement include the need for the:

- teachers to raise expectations of what all of the pupils can achieve and to improve the inadequate outcomes at GCSE level;

- teachers to use, consistently, interesting and challenging learning activities to engage the pupils and extend their learning; and
- head of department to develop further the monitoring and evaluation processes to track improvements in learning, teaching and the standards achieved by all of the pupils.

Home Economics

The quality of the provision for home economics is good.

The strengths of the work include the:

- good leadership of the head of department, together with her enthusiasm for the promotion of the subject;
- quality of the learning environment, enhanced effectively through colourful and informative displays;
- good, or very good, quality of the teaching observed, with a range of teaching approaches which motivate and engage the pupils;
- hard work and commitment of the teachers, including the good levels of individual support provided for the pupils in the lessons observed; and
- development of the pupils' practical skills, as well as more generic skills, such as working with others.

The areas for improvement include the need to:

- continue to raise the standards achieved by the pupils at GCSE level; and
- manage more effectively the behaviour of a significant minority of the pupils, especially in practical lessons.

Health and Social Care

The quality of the provision for health and social care is good.

The strengths of the work include the:

- commitment of the co-ordinator and the department staff to review and improve the health and social care provision;
- good, or very good, quality of the teaching observed, including the effective integration of ICT to support the pupils' learning;
- very good standards achieved in vocational qualifications by the end of KS4;
- effective analysis of quantitative data in monitoring and evaluating standards and progression in learning; and

- departmental self-evaluation, which has identified appropriate areas for improvement.

The areas for improvement include the need:

- for teachers to develop a wider range of learning and teaching approaches;
- to continue to raise standards in the Advanced GCE Health and Social Care Awards; and
- for teachers to help the pupils to extend and to improve the quality of their responses in class discussions.

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