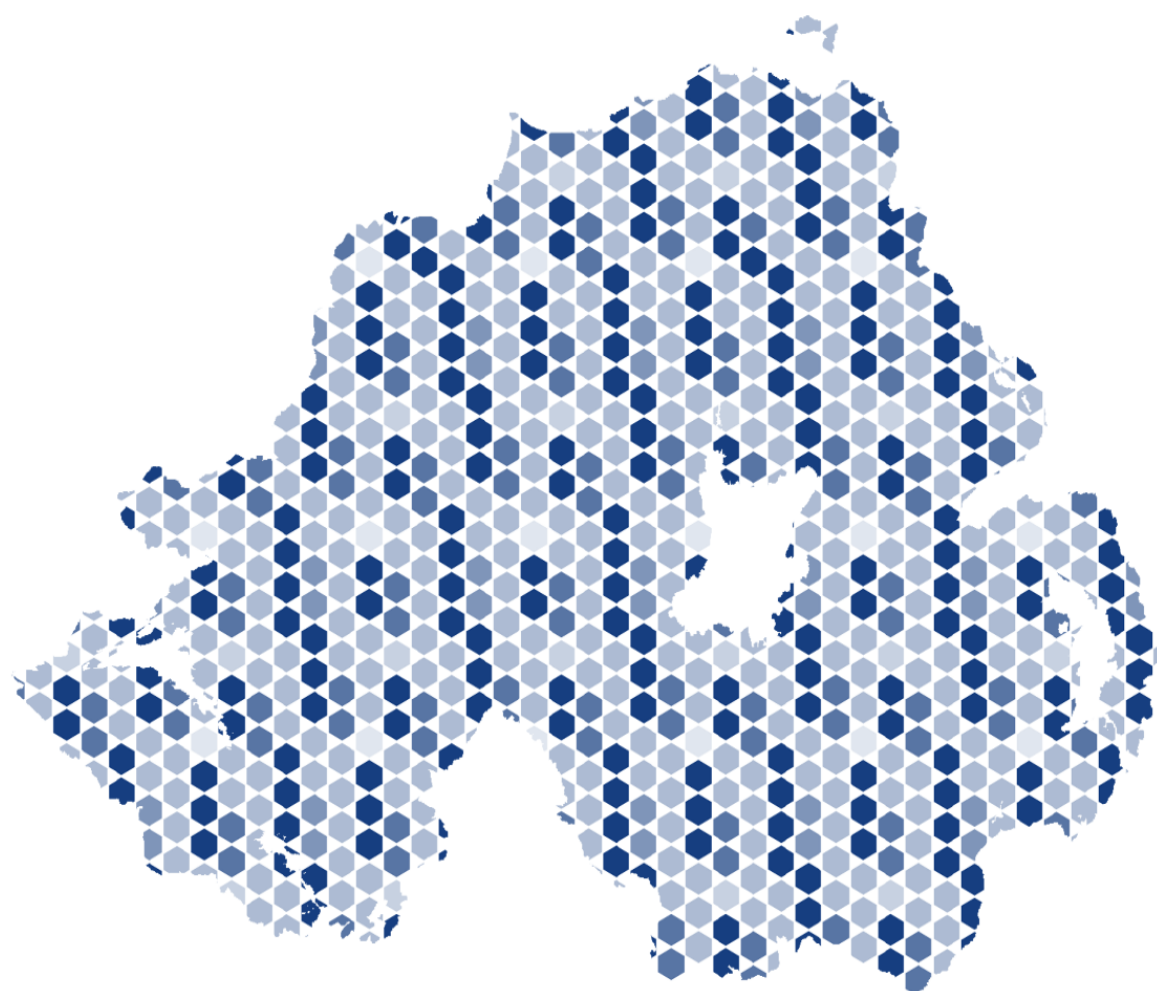


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Oakgrove Integrated College,
Derry/Londonderry

Report of an Inspection
in November 2010

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



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE

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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

1. INTRODUCTION

1.1 CONTEXT

Oakgrove Integrated College is a voluntary grant maintained school situated in the Gransha estate on the outskirts of Derry/Londonderry. The enrolment has remained steady over the past five years and currently stands at 848 pupils. The school has identified 35% of the pupils as requiring additional support with their learning. At the time of the inspection approximately 35% of the pupils were entitled to free school meals.

1.2 FOCUS

The inspection focused on the:

- quality of the pupils' achievements and standards;
- quality of the learning and teaching;
- quality of the provision across a wide range of subjects with a particular focus in English, mathematics and science, including the provision for information and communication technology (ICT) across the curriculum;
- progress being made towards an extended curriculum;
- views of the pupils, parents, teachers, support staff and the Board of Governors (governors);
- provision for pastoral care and the arrangements for child protection;
- approach to the promotion of healthy eating and physical activity;
- provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life;
- provision for careers education, information, advice and guidance (CEIAG), and
- the quality of the leadership and management at all levels across the school.

2. OVERALL FINDINGS OF THE INSPECTION

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

2.1 The main strengths of the school include the:

- very good quality of provision in English and science;
- improving results in many subjects at General Certificate of Secondary Education (GCSE) level;
- strong commitment to inclusion, special educational needs and cultural diversity;
- good start made by many of the departments in self-evaluation;

- quality of the teaching observed, most of which was good or better; and
- the effective leadership of the principal, particularly with regard to raising the standards achieved by the pupils in external examinations.

2.2 The main areas for improvement include the:

- need to review and amend appropriately the roles and responsibilities of the leadership team to ensure that all members play a part in the strategic management of the school;
- need for the leadership team to ensure that rigorous monitoring and evaluation of all aspects of the curricular and pastoral provision is undertaken in a systematic manner, and
- need to implement appropriate measures to ensure that the effective practice is disseminated across all of the classes.

A summary of the main findings for the specialist subject areas under focus can be found in Appendix 1.

3. THE VIEWS OF PUPILS, PARENTS, TEACHERS, SUPPORT STAFF AND GOVERNORS OF THE SCHOOL

3.1 The arrangements for the inspection included the opportunity for the parents, teaching and support staff to complete a confidential questionnaire prior to the inspection, and for representatives from the governors and groups of pupils from years 8, 10, 12, and 14 to meet with the inspectors.

3.2 One hundred and seventy questionnaires were issued to parents; 39 were returned to Inspection Services Branch and 19 contained additional written comments. The responses from the questionnaires returned were mainly affirmative, indicating strong support for the work and life of the school. In particular, the parents indicated that their children enjoy school, and many were content with the progress that their children were making.

3.3 Forty-two teachers and 32 support staff completed confidential questionnaires with 12 teachers and seven support staff providing additional written comments. Overall, the teaching staff enjoy working at the school, feel valued by the management and consider the leadership of the Principal to be effective. A significant minority of support staff feel that there is a need for a more formal means of communication between the leadership team and the support staff. The majority of the teachers feel that there is effective communication between the leadership team and the staff; however, a minority feel that communication is less effective across the staff groups at all levels.

3.4 The Education and Training Inspectorate (Inspectorate) has reported to the Principal, and the representatives of the governors, the areas of concern emerging from the questionnaires.

3.5 The governors were positive about the work of the school and expressed their support for the academic success of the pupils and the strong links with the local community.

3.6 The pupils talked enthusiastically about the inclusive ethos and respect for diversity throughout the school and the opportunities provided for them to participate in a wide range of cultural activities. From the discussions, there is evidence that they are aware of what to do if they have any concerns. A significant minority of the pupils reported concerns about the lunchtime arrangements and particularly the need for more effective supervision in the playground.

4. KEY FINDINGS OF THE INSPECTION

4.1 ACHIEVEMENTS AND STANDARDS

Overall the attainments and standards achieved by the pupils are good.

Over the last three years, the results obtained by the pupils in public examinations have shown a steady improvement. For example, the number of year 12 pupils achieving grades A* to C in at least five subjects at GCSE level has increased from 42% to 54%, a figure that is average for similar schools. The number of pupils achieving five or more GCSEs at grades A*-C, including mathematics and English, has been consistently above the average for similar schools over the same period. In addition to these examinations, a small number of key stage (KS) 4 pupils are entered for entry level qualifications in English and Spanish and receive the award. It is appropriate that the school is reviewing its examination entry policy with a view to entering all pupils for GCSE level examinations rather than for the entry level qualification. Whilst the school provides post-16 qualifications in an appropriate range of subjects, in approximately two-thirds of these subjects the number of pupils entered is very small. The number of pupils entered for General Certificate of Education (GCE) Advanced (A) level who achieved two or more at grades A*-E is average for schools of a similar type; however, the overall performance at this level has declined in recent years.

The outcomes for pupils who require additional support with their learning are good. The evidence demonstrates that a majority make progress, particularly in literacy, and can apply their learning with increasing independence and confidence across the curriculum; a minority require continuous support with some aspects of their learning.

More information about the results achieved in public examinations is given in Appendix 3.

4.2 PROVISION FOR LEARNING

Overall, the quality of the teaching, learning and assessment in the provision observed is satisfactory.

4.2.1 LEARNING AND TEACHING

Three-quarters of the lessons observed were good or better, with just over one-third being very good or better; a minority of the lessons seen had aspects which needed to improve.

The teachers are hard-working, with many demonstrating good working relationships within the classroom. In the best practice observed, the teachers built on the pupils' prior learning, used questioning well and developed the pupils' responses effectively. The anticipated learning outcomes were communicated effectively to the pupils and the pace of the lessons was good. Sufficient time was given to ensuring that the learning was assessed and consolidated and that the different needs of the individual pupils were met. Paired work and group work were used effectively and appropriately to promote learning and the pupils were given an opportunity to engage positively in their learning. When provided with these opportunities, the pupils worked with enthusiasm and engaged confidently in learning.

In the less effective practice, there was too much direction by the teachers; a limited use was made of assessment information to inform lesson planning and, as a result, the pupils were unclear about the intended learning outcomes. Therefore, the expectations of what the pupils could achieve were too low, with many opportunities missed to develop and consolidate their knowledge, skills and understanding.

In order to address the weaknesses in the teaching observed there is a need for all of the teaching and the learning support staff to work more collaboratively to establish and promote a wider range of teaching strategies, including a shared understanding of how assessment can be used effectively to promote learning.

A major strength of the provision for the pupils who require additional support with their learning is the effective baseline assessment of their specific learning needs. This assessment identifies the pupils' preferred learning styles and their capacity to work collaboratively with their peers for concentrated periods. In the most effective practice, the class teachers made good use of this information in their planning for learning and teaching to ensure that the learning needs of these pupils were met appropriately.

The inspection findings endorse the school's evaluation that there is a need for the leadership team to prioritise the monitoring and evaluation of learning and teaching at every level as a key area for development.

4.2.2 CURRICULUM PROVISION

The Principal has a clear vision for the development of the curriculum provided for the school, and a very strong commitment to the implementation of the Entitlement Framework; this is exemplified by the leadership she has given in the development of the Foyle Learning Community (FLC). The school has well-established arrangements to evaluate the progress being made towards the implementation of the Entitlement Framework and is working closely with the full-time co-ordinator of the FLC to develop a more strategic approach to joint curriculum planning, particularly of the provision for post-16 pupils.

The school provides a good range of subject choices for most of the pupils at KS4 and for the pupils who undertake post-16 study at GCE A-level. A small number of pupils in KS4 have chosen to follow an enhanced vocational curriculum resulting in them being out of school on work experience one day per week and in the local regional college of further education on another day following an occupational studies course. This arrangement has an adverse affect on their core curriculum entitlement, including fewer timetabled lessons in English and mathematics compared with the other pupils in KS4. There is little evidence that this extended work experience programme adds value to the pupils' employability skills or enhances their progression to work-based training or to further education. In addition, these pupils do not have access to a taught programme in CEIAG. The senior management of the school needs to evaluate critically the appropriateness of this provision and, in particular, the work experience element.

The curriculum provided for the pupils who undertake post-16 study is mostly appropriate. The school provides a good range of option choices at this level. However, a small number of pupils follow a narrow curriculum consisting of the equivalent of two GCE A-level courses. Whilst some of these pupils supplement their A-level courses with additional studies which help to broaden their qualifications, some of these courses do not add to the entry requirements for higher education courses; consequently the progression opportunities for these pupils is limited unduly. In addition, there is no planned work experience programme for pupils in the sixth form to enhance their knowledge and understanding of industry.

In addition to the more formal curriculum, the pupils benefit from the wide range of extra-curricular activities provided during and after school.

4.2.3 PASTORAL CARE

The quality of the arrangements for pastoral care is satisfactory. The strengths of the provision include: the inclusive ethos and the strong commitment to cultural diversity; the taught pastoral programme developed in response to consultation and feedback from the pupils; the use of external agencies and the wide range of local and international links which help to enrich the pastoral provision.

The school needs to develop more rigorous procedures for monitoring and evaluating current practice and ensure that any areas for improvement identified as a result of these procedures are implemented across the school consistently. In particular, there is a need to evaluate the extent to which the approaches to the promotion of positive behaviour are embedded at all levels.

4.2.4 CHILD PROTECTION/SAFEGUARDING

The school has satisfactory arrangements in place for safeguarding pupils. These arrangements reflect broadly the guidance issued by the Department of Education but there is a need:

- to review the child protection policy to ensure that the procedures in place for the recruitment and vetting of staff and the protection of pupils on work experience are stated more clearly; and
- to ensure that all pupils understand the work and role of the designated teachers.

4.2.5 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives good attention to promoting healthy eating and physical activity, for example the use of a traffic light system to promote healthy food choices in the canteen and the prominent placement of health information in dedicated areas of the school. The senior management of the school need to review lunchtime arrangements to ensure that the pupils have adequate time to choose and eat their lunch.

4.2.6 CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

The quality of CEIAG in the school is satisfactory.

The pupils in KS3 have good opportunities to develop their career planning skills through the timetabled lessons in education for employability. The statutory elements of this programme are supplemented effectively to include the relevant components of a careers education programme. Most of the lessons are taught by careers and business studies specialists, which enhances the relevance of the programme for the pupils. The teachers make good use of their links with business education agencies and local businesses to develop the pupils' awareness of business enterprise. The teachers also support the pupils well in making appropriate GCSE subject choices.

The co-ordinator and assistant co-ordinator for careers in the school are well-informed about the main elements of a coherent careers programme. They have, however, inadequate time to manage and deliver the programme effectively. In particular, they are not able to teach some of the key elements of the careers education programme, and provide pupils with advice and guidance on their career pathways. A significant proportion of the taught careers

education programme at KS4, for example, is provided by teachers who are not trained to deliver CEIAG. The school has well-equipped careers accommodation to meet the needs of pupils. A start has been made to enhance the quality and range of the learning resources for careers education through effective collaborative arrangements with the other schools in the FLC. This useful work is at an early stage of development; consequently, the quality of many of the existing resources is inadequate.

5. LEADERSHIP AND MANAGEMENT

5.1 The Principal, who has been in post for four years, provides good leadership and a clear direction for the school. It is evident that the school has made significant progress in a number of important areas since her appointment. She has led extensive staff development on aspects of the use of data to set targets for improvement. The leadership team includes the two vice-principals and six heads of year. There is a need for the leadership team to review its role and, in particular, to clarify individual responsibilities to ensure that all members of the team play a part in the strategic management of the school. In particular, there is a need for the leadership team to ensure that rigorous monitoring and evaluation of all aspects of curricular and pastoral provision is undertaken in a systematic manner and that the outcomes of these evaluations are used effectively to raise the standards achieved by the pupils.

5.2 The school has a comprehensive development plan which complies with the School Development Plans Regulations (Northern Ireland) 2005. The development plan identifies a number of suitable priorities based upon extensive consultation with the pupils, the parents, the teachers and the governors. In order to support whole-school improvement, the associated action plans need to be more detailed. In particular, the plans need to identify more specific, and measurable, targets which are based on the evidence gathered as a result of consultation. A good start has been made to self-evaluation by many of the subject departments; the practice is, however, inconsistent.

5.3 The overall quality of the support provided for the pupils who require additional support with their learning is good. The school has identified appropriately learning support as a priority for development. The high priority given to this area is exemplified by the extent to which the school has allocated a significant amount of additional resources to support the pupils who have difficulty with aspects of their learning. In the main, these resources have been used to deploy a large number of classroom assistants to provide in-class support to individual pupils. Whilst much of this support is good, the leadership team needs to monitor more effectively its impact on raising the pupils' attainment and other skills in order to ensure that the pupils' learning needs, which have been identified through good quality baseline assessments, are being met consistently.

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. The inspection has identified areas for improvement in leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Inspectorate will monitor and report on the school's progress in addressing the area for improvement.

SUMMARY OF MAIN FINDINGS FROM THE AREAS UNDER FOCUS

English

The quality of the provision for English is very good.

The strengths of the work include the:

- very good results achieved by the pupils in GCSE and A Level examinations;
- quality of the teaching observed which ranged from satisfactory to outstanding and which was mainly either good or very good;
- very effective leadership of the Head of Department;
- behaviour, motivation and general attitude of the pupils;
- very good working relationships within the department; and
- developing culture of self evaluation and target setting leading to improvement.

Mathematics

The quality of provision in mathematics is satisfactory.

The strengths of the mathematics provision include the:

- good working relationships between the pupils and the teachers;
- good levels of individual support provided for the pupils in the lessons observed;
- rising trend in the standards achieved by the pupils in GCSE mathematics;
- good start made by the Head of Department in analysing performance data; and
- arrangements in place to provide further mathematics at GCE A Level.

The areas of improvement include the need to:

- raise further the standards achieved by the pupils in GCSE mathematics by, for example, matching the work more closely to the pupils' mathematical ability;
- improve the quality of the teaching through, for example, focusing more sharply on the intended learning and using effective questioning strategies; and
- develop further the strategies for monitoring and evaluation used by the teachers, leading to improvement.

Science

The quality of the provision for science is very good.

The strengths of the work include the:

- excellent relationships between the pupils and teachers and the exemplary behaviour displayed by the pupils in all of the lessons observed;
- very good standards attained by the majority of the pupils in public examinations, particularly in GCSE single award science;
- quality of teaching observed, which was always good or better, and in the majority of the lessons was very good;
- wide range of teaching strategies and resources used in lessons to engage the pupils actively and collaboratively in their own learning;
- commitment of all the teachers to the review and improvement of classroom practice; and
- quality of the leadership and management of the department and the good start made to the process of self-evaluation leading to improvement.

STATISTICAL INFORMATION

- 1.1 i. School: Oakgrove Integrated College v. Date of Inspection: W/C 15/11/10
 ii. School Reference Number: 226-0276 vi. Area of Study: Standard Inspection
 iii. Age Range: 11-18
 iv. Status: Grant Maintained Integrated

1.2 Intake/Enrolment

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 8 Intake	143	137	140	143	141
Total enrolment	848	843	846	848	844

1.3 Attendance

Year 2009/10	8	9	10	11	12	13	14	Average 2009/10	NI Average 2008/09
% Attendance	92.9	92.2	89.1	89.6	91.2	92.9	90	91	91

- 1.4 i. Total Number of Teachers:

60

 iii. Contact ratio (percentage of timetabled time in direct class contact):

0.751

- ii. PTR (Pupil/Teacher Ratio):

14.66

Year 2010/11	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	86	88	84	76	80	40	24	478
Enrolment: Girls	55	58	61	60	58	43	31	366
Enrolment: Total	141	146	145	136	138	83	55	844
PTR	15.142	15.422	15.461	13.601	14.135	15.316	12.889	

1.5 Staying On Rate (2008/09) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	58.8	NI Av Year 13	44.3
Year 14	47.2	NI Av Year 14	30.6

1.6 Leavers' Destinations

2008/09	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	77		80	
Another School	10%	12.8	3%	2.2
Employment	3%	5.7	3%	11.6
Full-time Further Education	81%	46.6	15%	27.6
Full-time Higher Education	N/A	N/A	78%	45.5
Full-time Training	6%	27.5	0%	5.2
Seeking Employment/Unemployed	0%	3.8	0%	4.5
Unknown/Long Term Sick/Pregnant	0%	3.5	3%	3.3

APPENDIX 3

1.7 NAME OF SCHOOL: Oakgrove Integrated College **SCHOOL YEAR:** 2010/2011

GCSE	2008	2009	2010
Percentage of Year 12 taking GCSE in at least 5 subjects	131	141	131
Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	91.6	86.52	90.83
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	42.76	47.59	54.07
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	32.41	33.79	31.85
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	75.17	86.9	85.19
GCE A2 Level or equivalent	2008	2009	2010
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	44.9	28.57	38.71
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	97.96	96.83	97.96

EXAMINATION RESULTS

Table showing the GCSE and GCE A Level subject results over the previous three years ending in June 2010, in comparison with the respective Northern Ireland (NI) averages

Table 1

	More than 10 percentage points above	Between 5 and 10 percentage points above	Within 5 percentage points	Between 5 and 10 percentage points below	More than 10 percentage points below
GCSE A*-C	Additional Mathematics* Design and Technology German* Home Economics Child Development Music Single Award Science	Art and Design English English Literature Home Economics Polish*	Accounting (Finance)* Business Studies Chinese* Information Technology Learning for Life and Work (PSE) Religious Studies Spanish Sport (PE) Studies	Geography Mathematics	Double Award Science 1 st Subject Drama French History Irish* Media Film and TV Studies Motor Vehicle Studies
GCE A Level A*-C	Music* Science Geology* Spanish*	Art and Design* Irish* Sociology*	Biology* English Literature Physics*	Politics* Religious Studies	Business Studies Chemistry* Design and Technology: Product Design* Drama* French* Geography* History Home Economics* Mathematics* Media Film and TV Studies* Sport (PE) Studies*

* Denotes subjects which had a total entry less than 30 at GCSE and 20 at GCE.

NOTE: GCE A* grade applies from 2010.

Table showing the spread of the NI subject averages which have been used in the determination of Table 1.

Table 2

	100% - 96%	95% - 86%	85% - 76%	75% - 66%	65% - 0%
GCSE A*-C		Chinese Polish	Accounting (Finance) Additional Mathematics Art and Design Drama German Information Technology Music	Double Award Science 1 st Subject English Literature Home Economics Child Development Irish	Business Studies Design and Technology English French Geography History Home Economics Learning for Life and Work (PSE) Mathematics Media Film and TV Studies Motor Vehicle Studies Religious Studies Single Award Science Spanish Sport (PE) Studies
GCE A Level A*-C		Art and Design Drama English French Geography History Home Economics Irish Mathematics Media Film and TV Studies Music Politics Religious Studies Spanish	Biology Business Studies Chemistry Physics Sociology	Design and Technology: Product Design Sport (PE) Studies	Science Geology

NOTE: GCE A* grade applies from 2010.

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