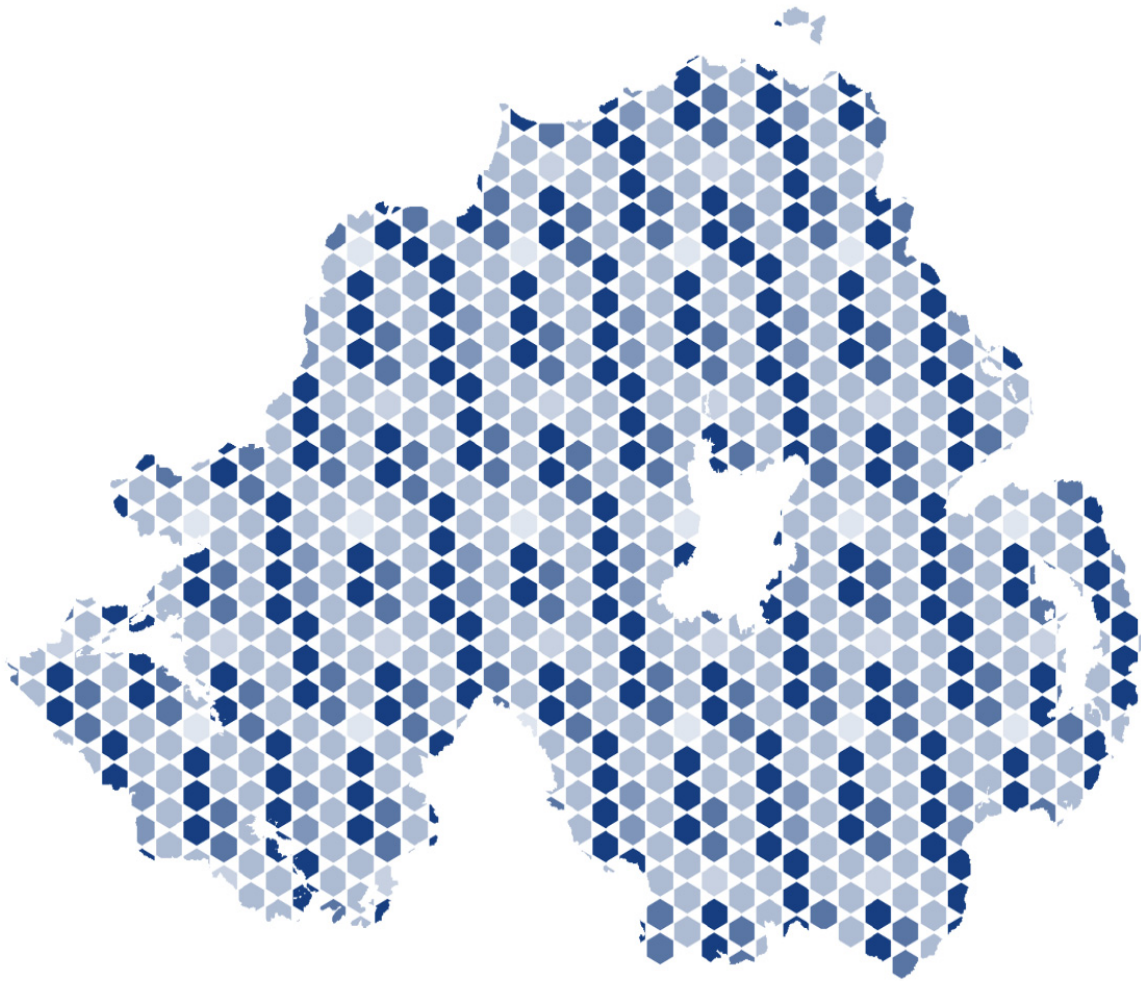


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Parkhall Integrated College, Antrim

Controlled Integrated, Non-selective, Co-educational 11-16
School

Report of an Inspection
in November 2011



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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.

ALC	Antrim Learning Community
CEIAG	Careers Education Information Advice and Guidance
DE	Department of Education
ETI	Education and Training Inspectorate
EF	Entitlement Framework
FSM	Free School Meals
GCSE	General Certificate of Secondary Education
ICT	Information and Communication Technology
IEP	Individual Education Plan
KS	Key Stage
NI	Northern Ireland
NRC	Northern Regional College
SDP	School Development Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SMT	Senior Management Team
STEM	Science Technology Engineering and Mathematics

1. CONTEXT

1.1 Parkhall Integrated College has operated on a split site since 2006, following the closure of Massereene College. The junior school is on the original Parkhall site and the senior school, is on the former Massereene College site. Parkhall began the transformation to integrated status in 2009; this process is on-going. Enrolment in the school has remained steady over the past three years. A significant minority of pupils enter the school with attainment below level 4 in both English and mathematics at KS2.

Parkhall Integrated College	2008	2009	2010	2011
Enrolment	707	677	682	683
FSM (Band2) Percentage	17	21	20	24
% (No) of pupils on SEN register	8 (60)	7 (48)	8 (60)	15 (105)
<i>No. of pupils with statements</i>	20	18	18	19
<i>No. of newcomers</i>	13	*	*	9
Intake				
% of Y8 pupils with L5 English	5	*	*	*
% of Y8 pupils with L5 mathematics	9	*	*	11
% of Y8 pupils with L4 English	62	52	57	58
% of Y8 pupils with L4 mathematics	57	56	58	47

Source: Data as held by the school. * fewer than 5.

2. OVERALL FINDINGS OF THE INSPECTION

2.1 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. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The ETI will monitor the school's progress on the area for improvement.

3. ACHIEVEMENTS AND STANDARDS

3.1 The standards achieved by the pupils are satisfactory¹.

KEY FINDINGS

The pupils are courteous and well-behaved; nearly all of them demonstrate positive attitudes towards their learning and engage easily with their teachers, other adults and their peers.

¹ For detailed results in public examinations, including in vocational subjects, see Appendices 1 and 2.

Comparisons based on FSM percentage	2009	2010	2011
Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	91.7	93.8	96.2
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	47	45.8	56.8
Comparison with the NI average for similar schools	Below average	Below average	In line with average
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	29.8	27.4	28.7
Comparison with the NI average for similar schools	In line with average	In line with average	In line with average
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	79.1	75.5	79.5

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

The pupils attain satisfactory standards in public examinations. The pupils' attainment in five or more GCSEs at A*-C including GCSE English and mathematics have remained steadily in line with similar schools over the past three years.

The improvement in five GCSE examinations, and their equivalents, in 2011 has benefited from the increased provision and uptake of vocational qualifications introduced to meet better the needs of all of the pupils'.²

Most of the pupils who require additional support with their learning make good progress.

4. PROVISION FOR LEARNING

4.1 The quality of provision for learning is good.

KEY FINDINGS

The provision in English is satisfactory; in geography and in mathematics it is good.³

The quality of most of the lessons observed during the inspection was good or better. In the more effective practice, the pupils benefited from well-structured lessons which were linked to previous learning and their own experiences and had good pace and challenge. The teachers used skilful questioning to encourage the pupils to think and express their opinions, and the learning was consolidated through well-organised plenary sessions.

In around one quarter of the lessons the quality of the teaching was satisfactory; in these lessons, the range of abilities within the classes was not addressed sufficiently. In order to improve the quality and the consistency of the lessons, the teachers need to plan for learning which provides both challenge and support, and is better aligned to the pupils' needs within each class.

The inadequate resourcing of ICT inhibits the development of its use for teaching and learning.

² Appendix 2, Table 2

³ See Appendix 3

The quality of provision for SEN is satisfactory.

The subject teachers have developed useful IEPs to inform teaching and learning and the classroom assistants support effectively the pupils with SEN. However, the information on individual pupils in the IEPs is not being used consistently throughout the school to inform the teaching. The SENCO has identified appropriately the need to develop further the use of baseline testing and to monitor and evaluate the effectiveness of the intervention strategies.

The school has good links with a wide range of external support agencies, and the strong commitment given to supporting pupils, who are at risk of marginalisation, enables these pupils to remain in education.

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

KEY FINDINGS

The quality of the arrangements for pastoral care in the school is very good. The outworking of the school's mission statement, *'to provide a caring learning environment where each person feels valued and respected'* is evident throughout the school.

Throughout the inspection the pupils demonstrated very good behaviour and engaged confidently in discussion with the inspection team. They are well aware of what to do if they have any concerns about their safety or well-being. The school creates very good opportunities for pupils to take responsibility and they do so with maturity and a well-developed awareness of the needs of others.

There are very good working relationships at all levels, and the well-conceived personal development programme supports the differing and changing needs of the pupils effectively. In addition, the pupils benefit from an extensive Extended Schools programme designed to provide support for their learning.

The school gives very good attention to promoting healthy eating and physical activity through, for example, the early morning health-related fitness sessions, which encourage the pupils to adopt healthy lifestyles.

4.3 The curricular provision for the pupils is good.

KEY FINDINGS

The school is developing appropriately its provision so as to offer the pupils a curriculum that is linked closely to their needs and aspirations and provides appropriate pathways to further education or employment.

At KS3, the curriculum is suitably broad and balanced. The school has extended the KS4 options to include an extensive range of vocational and applied courses and, through good collaboration with the ALC partners, including with the NRC, has increased the breadth, balance and appropriateness of the curriculum offer. Consequently, the school is now better meeting the needs of the pupils and the progress towards the implementation of the EF is good.

The pupils benefit from the very good provision for CEIAG. Particular emphasis is placed on STEM careers with approximately one-third of last year's leavers following a STEM-related pathway. The school has a clear vision for the future development of CEIAG and has set realistic targets to achieve this goal.

5. LEADERSHIP AND MANAGEMENT

5.1 The leadership and the management are very good.

KEY FINDINGS

The Governors, Principal, SMT and staff are focused on raising standards, improving outcomes for the pupils and developing further the community dimension of the school.

There is a clear commitment to realising the vision of integration. In the relatively short period of time since his appointment, the Principal has led the whole school community in undertaking significant action which has promoted improvement in the pastoral and the academic provision.

The Principal provides very good, pro-active leadership of the school. He is highly committed to the needs of the pupils and he leads the staff very well. He has a clear vision for the development of the school; he has created open channels of communication with pupils, parents, staff and governors, and with the help of the SMT, he has led a collegiate approach to school improvement. He has worked hard to empower the staff, facilitate their professional development and develop leadership within the school at all levels.

The Principal is supported very well by the two Vice-principals, who lead and manage very effectively the pastoral and the curricular provision (with one located on each of the two school sites) and by an enthusiastic and highly-committed SMT who lead their respective areas of responsibility well.

The middle management team provide good leadership and management of their areas of responsibility. The subject leaders and the co-ordinators are embracing the process of change and are developing their capacity for self-evaluation. They need to develop further the monitoring and evaluation processes to improve the quality and consistency of teaching and learning across the school, and raise further the standards which the pupils attain.

The Governors are very supportive of the school, committed to integration and to school improvement. They are well aware of the management, financial and accommodation issues within the school.

The SDP meets fully 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.

The school's excellent links with the wider community, including the provision for adult classes within the school, the tangible support from local businesses, and the work with agencies to enhance formal and non-formal learning, are key strengths of the school.

The school has very good, comprehensive arrangements in place for safeguarding young people which reflect the guidance issued by DE.

While the teachers and the pupils work well within the constraints of the current split site arrangement, it impacts significantly on many aspects of school life. The constant travel between the junior and senior schools makes demands on the health and well-being of the staff, and the resource implications of running two buildings has an unsustainable impact on the school budget.

6. CONCLUSION

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

6.2 The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement which the school has demonstrated the capacity to address. The ETI will monitor the school's progress on the areas for improvement.

6.3 The main area for improvement is the need to:

- improve further the quality of the learning and the teaching in order to meet more effectively the wide range of abilities, so as to continue to raise standards in public examinations.

STATISTICAL INFORMATION

- 1.1 i. School: Parkhall Integrated College v. Date of Inspection: W/C 21/11/11
 ii. School Reference Number: 325-0207 vi. Area of Study: Standard Inspection
 iii. Age Range: 11-16
 iv. Status: Controlled Integrated

1.2 Intake/Enrolment

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 8 Intake	128	143	132	136	136
Total enrolment	719	709	677	684	683

1.3 Attendance

Year 2010/11	8	9	10	11	12	Average 2010/11	NI Average 2009/10
% Attendance	92.9	91.4	89.4	89.4	90.5	91	91
% Attendance young people on Special Educational Needs Register							

- 1.4 i. Total Number of Teachers:

47.6

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

0.8063

- ii. PTR (Pupil/Teacher Ratio):

14.349

Year 2011/12	8	9	10	11	12	TOTAL
Enrolment: Boys	86	78	63	74	72	373
Enrolment: Girls	50	62	73	64	61	310
Enrolment: Total	136	140	136	138	133	683
PTR	13.471	14.075	15.846	13.979	14.61	

1.5 Leavers' Destinations

2009/10	Year 12	NI%
Total Number of Leavers	155	
Another School	10%	14.8
Employment	8%	5.2
Full-time Further Education	57%	47.5
Full-time Higher Education	N/A	N/A
Full-time Training	21%	25.1
Seeking Employment/Unemployed	0%	3.6
Unknown/Long Term Sick/Pregnant	4%	3.8

TABLE 1 GCSE EXAMINATION RESULTS

HEADLINE STANDARDS

Comparisons based on FSM percentage	2009	2010	2011
Percentage of Year 12 taking GCSE & Equivalentents in at least 5 subjects	91.7	93.8	96.2
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	47	45.8	56.8
<i>Comparison with the NI average for similar schools</i>	<i>Below average</i>	<i>Below average</i>	<i>In line with average</i>
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	29.8	27.4	28.7
<i>Comparison with the NI average for similar schools</i>	<i>In line with average</i>	<i>In line with average</i>	<i>In line with average</i>
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	79.1	75.5	79.5

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

NB: The NI average for all non-selective schools obtaining grades C and above in at least 5 subjects is 59% and in at least 5 subjects including English and Mathematics is 34.9%.

TABLE 2: Comparison of the schools 3 year average for GCSE A*-C with the corresponding NI average.

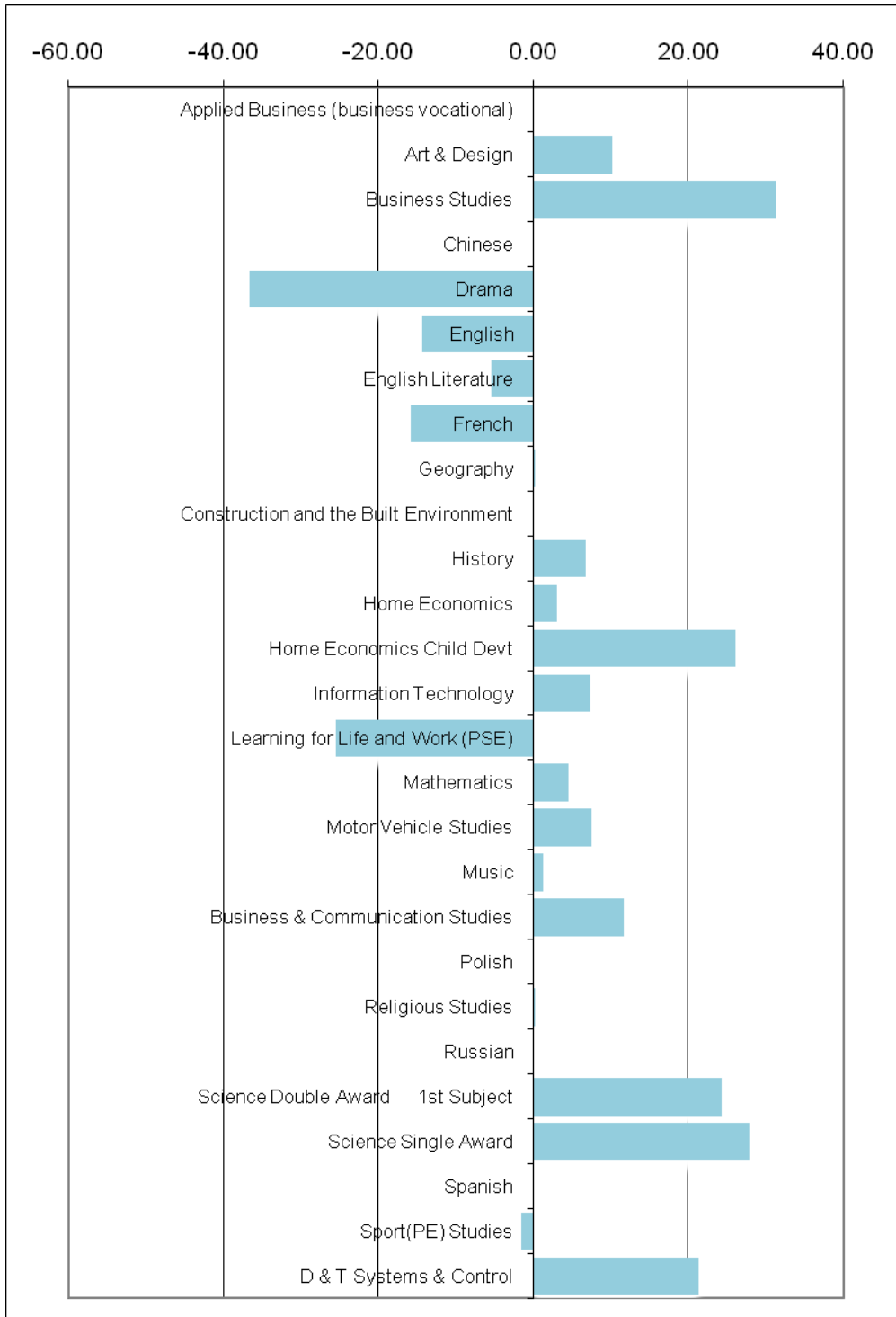
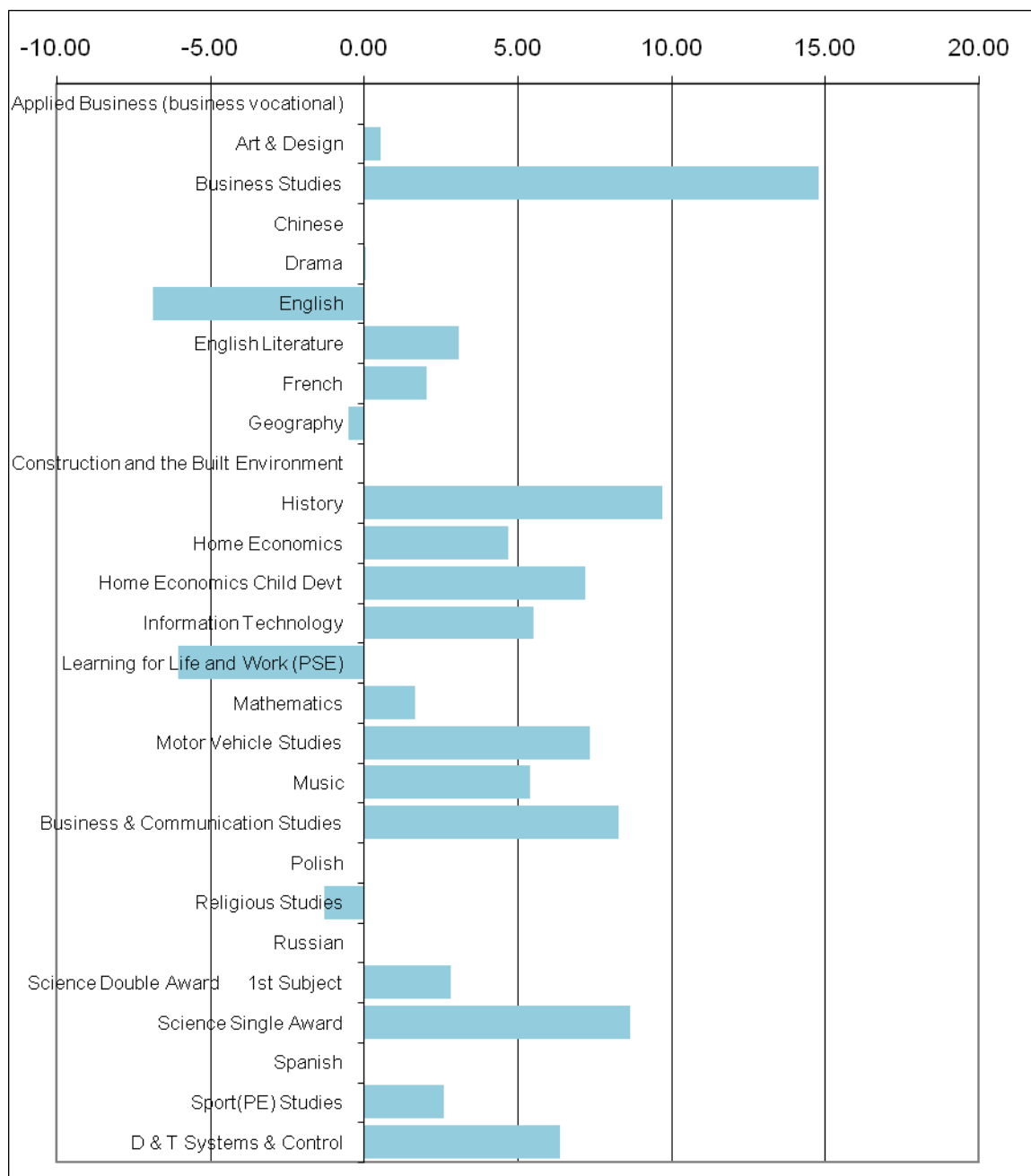


TABLE 3: Comparison of the schools 3 year average for GCSE A*-E with the corresponding NI average.



OTHER RESULTS

OTHER RESULTS: KEY STAGE 4

Applied and Vocational Courses taken in at least two of the last three years.

Subject	2009		2010		2011		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
Construction	0	0	93	100	100	100	25
Horticulture*	0	0	100	100	95	100	48
Equine Studies*	0	0	100	100	90	100	14

Equivalent to 2 GCSEs (A - C)

Subject	2009	2010	2011	Total entry over 3 years
	% Pass	% Pass	% Pass	
Occupational Studies Level 2	43	29	60	121
Occupational Studies Level 1	77	69	76	

Pupils awarded a level 2 achieve a double award occupational studies qualification equivalent to two GCSE in grades A* to C.

Pupils awarded a level 1 achieve a double award occupational studies qualification equivalent to two GCSE in grades D to G.

SUMMARY OF THE MAIN FINDINGS FROM THE AREAS UNDER FOCUS

English

The overall quality of the provision for English is satisfactory.

The strengths of the work include:

- the quality of the teaching observed, which is mainly good;
- the implementation of learning experiences which reflect the revised curriculum;
- the detailed support for the pupils to guide their learning in English, and
- the recent introduction of GCSE English Literature and the standards achieved.

The areas for improvement are:

- to implement a more detailed approach to monitoring progress to inform teaching which addresses the range of ability evident in all of the classes;
- to increase the consistency in the quality of teaching and learning approaches adopted in all of the classes; and
- to review the exam entry policy and raise the standards achieved in GCSE English at grades A*-C.

Geography

The overall quality of the provision for geography is good.

The strengths of the work include:

- the good standards at GCSE and the positive impact of the department's work to raise significantly the standards achieved by the pupils;
- the good or better quality of the teaching in most of the lessons observed;
- the very good working relationships between the pupils and the teachers;
- the good quality planning which provides opportunities for the pupils to explore a range of contemporary geographical issues;
- the effective leadership of the head of department and the commitment of the departmental team to developing and improving the provision; and
- the purposeful links with outside agencies which develop well the pupils' learning in real and relevant contexts.

The area for improvement is:

- to develop the arrangements for self-evaluation, as identified by the department , to ensure that the tasks and activities are more closely matched to the needs of all of the pupils and are focused sharply on improving further the standards they achieve, particularly at KS3.

Mathematics

The overall quality of the provision for mathematics is good.

The strengths of the work include:

- the good outcomes at GCSE grades A*-C which have been consistently above the NI average over the last five years;
- the good or very good teaching in just under three-quarters of the lessons observed;
- the wide range of additional support and extra-curricular activities provided for the pupils during and after school;
- the very good quality of the departmental documentation;
- the hard-working teachers and the positive working relationships in almost all of the lessons observed; and
- the very good leadership provided by the head of department.

The area for improvement is:

- to refine the planning in order to reflect the all-ability nature of most of the classes and to enable all of the pupils to access learning at a level appropriate to their need.

SCOPE AND METHOD OF THE INSPECTION

The standard inspection of Parkhall Controlled 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, geography and mathematics providing detailed oral feedback to the teachers in these areas. Detailed findings are reported in Appendix 3.

The inspection also focused on the provision for CEIAG, 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; and
- meetings with groups of pupils from years 8, 10 and 12.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	137	32	23	17
Teachers	48	34	70	5
Support Staff	24	16	67	*

Source: Returns from questionnaires to Inspection Services Branch at DE

* = fewer than 5

Most of the questionnaires returned by the parents, the teachers and the support staff were highly positive in nearly all respects and referenced, in particular, the good focus placed on promoting positive behaviour, and the hard work of the staff. The ETI reported to the Principal and representatives of the governors the very few areas of concern emerging from the questionnaires and where appropriate, these have been commented on within the report.

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