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*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

Education and Training Inspectorate

Report of a Standard Inspection

**Brownlow Integrated College
Craigavon**

Inspected: October 2009

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1. INTRODUCTION

1.1 CONTEXT

Brownlow Controlled Integrated College is situated in the centre of Craigavon, an area of considerable social deprivation. It is a co-educational, 11-16 school and, although located within the Craigavon area's two-tier system of education, it is not part of this arrangement. Almost all of the pupils transferring to the school do not participate in the Transfer Procedure. The enrolment has fallen slightly in the past year. Approximately 36% of the pupils are entitled to free school meals and about 15% of the pupils require additional support with their learning; 59 pupils speak English as an additional language.

1.2 FOCUS

The inspection focused on leadership and management at all levels across the school and, in addition, on the provision for English, mathematics and information and communication technology (ICT) across the curriculum. The provision for pupils requiring additional support with their learning and the arrangements for the inclusion of these pupils in all aspects of school life was also inspected. The school's provision for pastoral care and the arrangements for child protection were evaluated, as was the school's approach to promoting healthy eating and physical activity. As an additional evidence base for the inspection, lessons were observed across a range of other subjects.

1.3 THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF, GOVERNORS AND PUPILS

The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents, the teaching staff and support staff to complete a confidential questionnaire prior to the inspection. In addition, meetings were held with representatives from the Board of Governors (governors) and groups of pupils from years 8, 10 and 12.

One hundred and twelve questionnaires were issued to parents; 34 were returned to the Department of Education (DE) of which 23 contained additional written comments. The responses from the questionnaires and the comments from the parents, in the majority of cases, indicated their high levels of satisfaction with the work of the school. In particular, they highlighted their strong support for the integrated ethos of the school but a small number expressed some concerns about the quality of teaching and the support for individual pupils in a few of the subjects.

Twenty teachers completed a confidential questionnaire, with nine providing additional written comments. Sixteen support staff also completed questionnaires and two of them provided additional written comments. The staff responded positively on the working relationships within the school, the good links with the local community and the effective leadership of the Principal. One-half of the teachers, however, reported that standards set for pupils' behaviour are not upheld consistently in the school. A small number of pupils expressed their concerns about inappropriate behaviour in some classes.

The governors expressed their strong support for, and commitment to, the work of the school. They highlighted the hard work of the staff, the integrated ethos and the inclusion of newcomer pupils.

The pupils talked about the support they receive from the teachers and from the discussions there is evidence that they are aware of who to talk to if they have any concerns.

The Education and Training Inspectorate has reported to the Principal and the governors on the areas of concern emerging from the questionnaire returns and discussions with the pupils. Some of these matters are dealt with in the body of the report.

2. THE QUALITY OF THE PUPILS' WORK

2.1 ACHIEVEMENT AND STANDARDS

In recent years, the pupils' achievements in public examinations have improved although much remains to be done. In 2009, 67% of the year 12 pupils achieved grades A*-E in at least five subjects at General Certificate of Secondary Education (GCSE). The percentage of pupils obtaining grades A*-C in at least five subjects at GCSE including English and mathematics increased from 21% in 2007 to 28% in 2009. Whilst this performance is now comparable to similar schools, there is too great a variation in the pupils' examination performance in individual subjects, with a significant minority of subjects at GCSE grades A*-E considerably below the Northern Ireland averages for non-selective schools.

The majority of the pupils with special educational needs attain GCSE accreditation across a range of subjects; a small number of pupils, however, achieve inadequate standards in their literacy and numeracy skills. The school needs to review the curriculum on offer to ensure that it meet the needs of all the pupils, and to improve the quality of provision in careers education, information, advice and guidance.

More details of the examination results can be found in Appendix 3.

2.2 QUALITY OF LEARNING AND TEACHING

The quality of the teaching and learning was good or better in almost two-thirds of the lessons observed; in contrast, 15% of the lessons were less than satisfactory. In the more effective practice, the lessons were characterised by a clear structure with a good focus on learning intentions; the teachers provided appropriate opportunities for the pupils to work with and learn from each other through activities which challenged the pupils' thinking and they often provided constructive feedback. In the less effective practice, the pace was too slow, the lessons were over-directed by the teachers and they had inappropriately low expectations of what the pupils could achieve. In order to support the pupils' learning further, the use of ICT needs to be embedded more effectively across the curriculum.

The pupils with special educational needs are included fully in the majority of lessons with the succinct and useful individual educational plans informing well the learning and teaching activities. The school, however, needs to consider the introduction of specialised individual teaching programmes in literacy and numeracy for those pupils experiencing considerable difficulty in these key aspects of their learning,

More detailed evaluation of the subjects under focus is provided in Appendix 1.

2.2.1 PASTORAL CARE

The quality of the arrangements for pastoral care in the school is satisfactory. The strengths include the commitment of all staff to supporting and retaining vulnerable pupils in the school, the effectiveness of the links with a range of external agencies and the support given by the peer mediator. The school has appointed recently a new Director of Pastoral Care and it is timely that a review of important aspects of the pastoral provision is underway. In order to develop this provision further the school recognises the need to ensure a more

consistent approach to promoting positive behaviour across the school. In addition, the links between pastoral care and behaviour management need to be more coherent with a much sharper focus on providing learning support in order to meet the needs of individual pupils and contribute towards improved standards.

2.2.2 CHILD PROTECTION

The school has satisfactory arrangements in place for safeguarding young people and these arrangements broadly reflect the guidance issued by DE, but the following areas need to be addressed: the school needs to develop procedures to consult more fully with parents and pupils in the review of policies and also to ensure that all non-teaching staff receive updated training in child protection.

2.2.3 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives good attention to promoting healthy eating and physical activity, for example, the pupils have access to a popular breakfast club and a wide range of sporting opportunities. The school needs to devise a food in school policy to guide and support the further development of the whole-school healthy eating programme.

2.2.4 INCLUSION

The school is strongly committed to pupils at risk of marginalisation; support for these pupils is good. The teachers identify effectively those pupils at risk of dropping out of school and are developing and honing consistent strategies to promote their inclusion, and retention in the school. The nurturing of these pupils' emotional development is a high priority, providing a sound basis for them to learn in school and to feel included.

The school has 59 pupils from seven other countries; for those with little or no English, planned support lessons are provided where they are taught key words for their subject lessons and social activities. The pupils value the help they are given, form friendships and settle quickly into school life. A majority of the pupils achieve well in a range of accredited examinations, including some in their own languages.

2.3 MANAGEMENT ARRANGEMENTS

The Principal, who has been in post since 2007, is hard-working, committed and very involved in the work and life of the school. He has begun to implement a number of school improvement initiatives and the need to raise standards for all pupils has been afforded a high priority.

The Principal, with the support of the governors, has reconstituted the senior management team and clarified many of the roles and responsibilities within the school. There is a need, however, for improved strategic management of the curriculum offer and pastoral provision throughout the school, underpinned by better collegial working by senior and middle managers. It will be important for the senior and middle managers to access appropriate and ongoing, external professional development to ensure they have the necessary skills to lead, manage, monitor and evaluate the work of the school, making effective use of the available data.

There are appropriate priorities for improvement identified within the school development plan, but there is a need for better consultation arrangements with staff, parents and pupils in order to comply fully with the requirements of the Education (School Development Plans) Regulations Northern Ireland (NI) 2005 Order. The process of self-evaluation remains at a very early stage of development in the majority of subject departments and at senior

management level. More needs to be done to evolve and embed a culture of effective monitoring and evaluation in order to better inform the school development planning process and, as a matter of urgency, to raise standards.

The leadership of special educational needs is given a high priority within the school; the special educational needs co-ordinator manages the classroom assistants and meets with them regularly to discuss pupil progress. There is effective liaison with outside agencies working with the pupils with special educational needs.

3. MAIN FINDINGS

3.1 The main strengths of the school include:

- the quality of the teaching which was good or better in almost two-thirds of the lessons observed;
- the support provided for pupils who are vulnerable and those at risk of marginalisation;
- the effective links with external agencies in supporting the personal and social needs of the pupils; and
- the high priority given by the Principal to the need to raise standards.

3.2 The areas for development are:

- to raise expectations and improve standards through more robust monitoring, evaluation and target-setting;
- to ensure that the strategic management of the pastoral and curriculum provision throughout the school meets the needs of the pupils more effectively; and
- to improve the overall learning and teaching, for example, through the dissemination of the good practice evident during the inspection.

4. CONCLUSION

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 important areas for improvement in standards and 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 areas for improvement.

SUMMARY OF MAIN FINDINGS FOR THE SUBJECTS UNDER FOCUS

English

The strengths of the provision include:

- the commitment and inclusive approach of all of the teachers;
- the consistent approach to teaching and assessment, the majority of which is good or very good;
- the quality of the pupils' work and the standards achieved which are commensurate with the wide range of abilities; and
- the priority given by the new head of department to translate the appropriate principles set out in the departmental handbook and the whole-school literacy policy into practice.

The areas for improvement are:

- to develop planning built on a more strategic approach to monitoring and evaluation and the dissemination of the effective work of the department in order to set targets and raise standards; and
- to use language, literacy and ICT resources, classroom support and extra-curricular activities so that they coherently support the achievement of English and literacy objectives, including for the newcomer pupils.

ICT

The strengths of the provision include:

- the consistently good teaching and learning in GCSE ICT classes; and
- the good outcomes for all pupils on the key stage (KS) 3 Council for the Curriculum, Examinations and Assessment Accreditation Scheme.

The areas for improvement are:

- to review the provision and management arrangements of ICT subjects at KS4, to meet the needs of the pupils more effectively;
- to implement more effective strategies to embed the further use of ICT in teaching and learning across the curriculum; and
- to improve examinations results in the ICT subjects at KS4.

Mathematics

The strengths of the provision include:

- the recent improvement in the proportion of pupils achieving level 5 or above at the end of KS3;
- the positive contribution made to the pupils' learning in mathematics by most of the classroom assistants;
- the good or very good teaching in two-fifths of the lessons observed; and
- the opportunities for the pupils to participate in a range of mathematical activities and competitions.

The areas for improvement are:

- the need to improve further the standards being achieved by the pupils; in order to achieve this, the teachers need to raise their expectations of what the pupils can attain; and
- the need for all of the teachers to work together to review, and implement more consistently the planning for learning and teaching.

APPENDIX 2

ACCOMMODATION

- There is insufficient accommodation for the number of pupils enrolled, including appropriate access to toilets and storage space.
- The coloured window panels in the school lead to temperature control problems at certain times of the year.

HEALTH AND SAFETY

- There are no view panes in the doors of the classrooms.
- There are uneven paving stones at the back of the school.

STATISTICAL INFORMATION

- 1.1 i. School: Brownlow Integrated College v. Date of Inspection: W/C 05/10/09
 ii. School Reference Number: 525-0216 vi. Area of Study: Standard Inspection
 iii. Age Range: 11-17
 iv. Status: Controlled Integrated

1.2 Intake/Enrolment

School Year	2005/06	2006/07	2007/08	2008/09	2009/10
Year 8 Intake	79	82	71	93	59
Total enrolment	421	438	436	448	429

1.3 Attendance

Year 2008/09	8	9	10	11	12	13	14	Average 2008/09	NI Average 2007/08
% Attendance	93.3	91.7	90	87.6	87.8	0	0	90	90

- 1.4 i. Total Number of Teachers: 33 iii. Contact ratio (percentage of timetabled time in direct class contact): 0.684
- ii. PTR (Pupil/Teacher Ratio): 12.87
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Year 2009/10	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	32	49	44	55	51	0	0	231
Enrolment: Girls	27	40	45	41	45	0	0	198
Enrolment: Total	59	89	89	96	96	0	0	429
PTR	13.457	12.238	12.238	13.126	13.572	0	0	

- 1.5 Staying On Rate (2007/08) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	0	NI Av Year 13	40.9
Year 14	0	NI Av Year 14	N/A

1.6 Leavers Destinations

2007/08	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	97		0	
Another School	11%	11.3	N/A	1.7
Employment	2%	8.7	N/A	18.6
Full-time Further Education	29%	41.8	N/A	22.4
Full-time Higher Education	N/A	N/A	N/A	42.8
Full-time Training	56%	30.0	N/A	4.9
Seeking Employment/Unemployed	1%	4.4	N/A	5.6
Unknown/Long Sick/Pregnant	Term 1%	3.5	N/A	4

1.7 NAME OF SCHOOL: Brownlow Integrated College,
Craigavon

SCHOOL YEAR: 2009/2010

GCSE	2007	2008	2009
Percentage of Year 12 taking GCSE in at least 5 subjects	75	100	95.29
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	32.14	42.35	41.18
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	21.43	29.41	28.24
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	63.1	64.71	67.06

EXAMINATION RESULTS

Table showing the GCSE subject results over the previous three years ending in June 2009, 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*-E	Portuguese* Spanish*	Chinese* Design and Technology French Statistics*	Additional Mathematics* Double Award Science English Literature History Home Economics Polish Religious Studies Russian* Sport/PE Studies Urdu*	Geography Single Award Science	Art and Design Business Studies English Home Economics Child Development Information Technology Mathematics Motor Vehicle Studies Music* Office Technology

* Denotes subjects which had a total entry of less than 30 over three years.

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*-E	Double Award Science English Literature Polish Russian Urdu	Additional Mathematics Art and Design Chinese English French History Home Economics Home Economics Child Development Information Technology Music Office Technology Religious Studies Sport/PE Studies Statistics	Business Studies Design and Technology Geography Mathematics Portuguese Single Award Science Spanish	Motor Vehicle Studies	

Table 3

Subject	2007		2008		2009		Total Entry over 3 years
	%A-C	%A-E	%A-C	%A-E	%A-C	%A-E	
Learning for Life and Work	55	80	0	20	59	77	127

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