Education and Training Inspectorate

Report of a Standard Inspection

Hazelwood Integrated College
Belfast

Inspected: January 2008

CONTENTS

Section   **Page**

1.	**INTRODUCTION**

1.1	CONTEXT

Hazelwood Integrated College is situated in North Belfast. The college is a co-educational, integrated post-primary school catering for pupils aged 11 to 18. The pupils are drawn from a wide catchment area including the local area which is situated on a sectarian inter-face. The enrolment has increased steadily over the past five years. The current enrolment is 803; approximately 34% of the pupils are entitled to free school meals. The school has identified that 24% of the pupils require additional support with aspects of their learning. Of the current year 8 pupils, a small number achieved A or B grades, approximately 40% achieved C or D grades, and over half of the pupils did not participate in the transfer procedure.

1.2	FOCUS

The inspection focused on leadership and management at all levels across the school and, in addition, on the provision for digital arts, information and communication technology (ICT) across the curriculum, science and the school's alternative education provision (AEP). The provision for pastoral care and the arrangements for child protection were also inspected, as was the school's general approach to promoting health and well-being. As an additional evidence base for the inspection, lessons were observed in a range of other subjects.

In June 2007, Hazelwood Integrated College was selected to take part in the specialist schools' programme, beginning in September 2007. The programme aims to develop the concept of specialist schools tailored to meet the particular needs of Northern Ireland's education system. As part of the inspection, the school's provision for their specialist status in Digital Arts: Digital Technology was evaluated.

1.3	THE VIEWS OF PARENTS, TEACHERS, GOVERNORS AND PUPILS

The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents and the teaching staff to complete confidential questionnaires prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and groups of pupils in year 8, the sixth form and the student council.

Approximately 160 questionnaires were issued to parents; 38% were returned to the Department of Education (DE) and 20 contained additional written comments. All of the responses from the questionnaires indicated that the pupils were settled in the school, with the majority of the written comments expressing support for the work of the school. Important issues were also raised in the parents' written comments and these have been discussed with the Principal. The governors expressed their strong support for the work of the school commenting on the caring ethos, the quality of the examination results and their commitment, through the specialist status, to improve the motivation and achievements of the pupils. Eight teachers completed confidential questionnaires, with four providing additional written comments. All of the teachers indicated that they like working in the school, that the Principal is an effective leader and the management work well together to promote the care and welfare of the pupils. A small number of the teachers expressed concern in relation to support with pupil behavioural issues.

1.4   HEALTH AND WELL-BEING

The school gives excellent attention to promoting health and well-being, including opportunities for healthy eating and physical activity. There are effective policies and programmes in place, for example water provision, healthy vending and theme lunches in the canteen, which encourage the pupils to adopt healthy lifestyles.

1.5   ALTERNATIVE EDUCATION PROVISION

The staff and other professionals are very good at identifying any pupil who would benefit from additional support and take swift and consistent action to promote their inclusion and ensure they to do as well as they can. The school gives very good attention to nurturing these pupils' emotional development, providing a basis for them to learn successfully and feel included.

2.   **THE QUALITY OF THE PUPILS' WORK**

2.1   EXAMINATIONS AND STANDARDS

The majority of pupils show interest and are generally motivated to work well. Over the past three years, the examination results at General Certificate of Secondary Education (GCSE) have been well above the Northern Ireland average for similar schools. In 2007, 55% of the year 12 pupils achieved grades A* to C, and 84% achieved grades A* to E, in five or more subjects.

Over the last three years, the percentage of pupils achieving at least two General Certificate of Education (GCE) Advanced (A) level grades at A to E has fluctuated. In 2006, 97% of year 14 pupils achieved grades A to E in at least two subjects, which is just above the Northern Ireland average. In 2007, 85% of the pupils achieved this standard, which is below the Northern Ireland average.

Over the last two years, an increasing number of pupils have been entered for externally accredited courses. For example, in 2006, 18 pupils entered the Princes' Trust XL programme and 88% received an award. In 2007, 24 pupils were entered for the Certificate of Personal Effectiveness and 96% achieved an award.

Over the last two years, the pupils have been entered for a number of examinations in digital technology. The achievements of the pupils' studying Moving Image Arts at GCE A level are excellent, with 100% of the pupils achieving grades A to E and 53% achieving grades A to C. The pupils' achievements in Occupational Studies in digital technology are also good. For example, in 2007, 81% of year 13 pupils achieved a double award.

More details about examination results and information on individual subjects are provided in Appendix 4.

2.2 QUALITY OF LEARNING AND TEACHING

In the majority of the lessons observed the teaching was good or better, with a small number being excellent; in a minority of the lessons there were areas for improvement. The characteristics of the most effective learning and teaching observed included good preparation, good working relationships between the teachers and the pupils, effective use of assessment for learning strategies, good pace and challenge to keep the pupils engaged, effective strategies to deal with poor behaviour, clear targets established and good opportunities for promoting talking and listening skills. In the least effective practice, there were lower expectations of the pupils and there was less challenge in the work provided.

In digital arts classes the quality of learning and teaching is good. The teachers' planning and preparation is thorough, they demonstrate a high level of enthusiasm for their subject and successfully establish a creative, purposeful atmosphere in classes. The level of challenge and pace of lessons reflects the teachers' suitably high expectations of the pupils' work and behaviour. Almost all of the pupils are highly motivated; they settle quickly to their work and communicate maturely with their teachers. In all of the lessons observed, the pupils take obvious enjoyment in working with digital technology to develop creative solutions to set tasks. Specialist School funding has been used to good effect in providing high quality hardware and a comprehensive range of software applications for the digital arts courses.

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

2.3 MANAGEMENT ARRANGEMENTS

The Principal has recently taken up post, having formerly been vice-principal of the school. She has a vision for the development of the school and is totally committed to inclusive, integrated education for the pupils and to developing further effective links with the community. At the time of the inspection, a new vice-principal had been appointed and a number of the leadership team had also only recently taken up new roles.

The new leadership team has continued the process of development planning. At the time of the inspection, the School Development Plan was at an early stage of development. Further self-evaluation at all levels is required to support the development of the plan and to ensure that the targets identified in the specialist bid are established across the school. In addition, to bring about further improvement, there is a need to develop more monitoring and evaluation processes at all levels of leadership, to focus more directly on learning and teaching.

Throughout the application process the senior management team and digital arts co-ordinator have benefited from the full and informed support of the governors. The Principal and senior management team are committed to embedding innovative and creative teaching approaches to raise further the standards achieved by pupils, and to instil in all pupils enjoyment in learning. The implementation of the Visual Art: Digital Arts action plan is at an early stage. There is variation in staff awareness of the various strands of the initiative and of their contribution to realising its aims. Clear lines of reporting and accountability should be established at all levels, including the communication of the outcomes of the regular reviews and evaluations of key actions.

3.   **SUMMARY OF MAIN FINDINGS**

3.1   The strengths of the school include:

- the supportive, inclusive and pupil-centred ethos of the school;

- the committed and hard-working staff throughout the school;

- the quality of the teaching; the majority of which is good or better, a small number of lessons observed were excellent;

- the good achievements of the pupils in public examinations and externally accredited courses;

- the wide range of experiences offered to support and motivate the pupils; and

- the flexible curriculum design, which is matched well to the needs and ability levels of the pupils.

3.2   The main area for development is the need to:

- develop further the processes of monitoring and self-evaluation at all levels, to underpin the process of school planning and associated departmental development planning and to enhance learning and teaching.

4.   **CONCLUSION**

In the areas inspected, the school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement which the school has the capacity to address.

The school's progress on the areas for improvement will be followed-up by monitoring visits, conducted by the District Inspector.

SUMMARY OF MAIN FINDINGS FROM THE AREAS UNDER FOCUS

PASTORAL CARE

The quality of the arrangements for pastoral care and child protection has important strengths.

The school has procedures in place which implement the guidance outlined in the relevant DE Circulars and has identified appropriately a few areas for improvement which it is currently implementing. Among the strengths are the:

- inclusive pupil-centred ethos;

- rigorous monitoring and evaluation of pupil attendance data;

- policy documentation which guides the pastoral care work of the school; and

- effective, committed leadership of the Vice-principal and other key personnel for pastoral care.

The area for improvement is the need to:

- evaluate further, across all classes, the existing good practice in positive behaviour strategies in support of all of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

The strengths of the work include the:

- high value placed by the school on the development of the pupils' ICT skills, underpinned by a significant investment in resources;

- generally good ICT skills of the pupils;

- sound quality of the teaching and learning in the specialist ICT lessons, and the increasing use by teachers of presentation technologies to enhance and enrich lessons across a range of subjects;

- good enrolment to specialist ICT courses at key stage (KS) 4 and post-16 level, and the good results achieved by the pupils in specialist ICT examinations at post-16 level; and

- hard-working and committed ICT co-ordinator.

The areas for improvement are to:

- provide better opportunities for the pupils at KS3 to develop and apply ICT skills, particularly in the context of an appropriate range of subjects;

- improve the standard of the pupils' achievement at GCSE level; and

- monitor and evaluate more rigorously the pupils' experiences and progress using ICT.

SCIENCE

The strengths include the:

- very good leadership of the head of department, with the department working well as a team;

- strong and appropriate emphasis on a wide range of practical work, including the incorporation of ICT when appropriate, which clearly motivates the pupils;

- very good or excellent teaching seen in a majority of the lessons;

- display of expected learning outcomes which were explained and assessed well by both teachers and pupils in most of the lessons observed;

- effective teaching of relevant scientific knowledge, often related well to the pupils' everyday experiences, in all the classes observed; and

- provision of a wide range of accredited courses for public examinations, in which the majority of the pupils make good progress and reach standards ranging from satisfactory to good in line with their abilities.

The area for improvement is the need to:

- develop further the department's arrangements for self evaluation, particularly the more systematic use of a wider range of first-hand evidence to evaluate improvement on their identified priorities for action.

DIGITAL ART: DIGITAL TECHNOLOGY

The school has identified appropriate and measurable targets for improvement to demonstrate:

- that digital arts is an area of clear curricular strength, which has rising levels of attainment;

6

- how they will use digital arts to develop existing links with other schools, further education and the wider community including business and industry; and

- viable financial planning to allocate funding.

For the purpose of showing improvement more clearly the school needs to review the targets set in order to demonstrate how:

- the strengths in digital arts have the potential to promote quality teaching and learning and whole school improvement;

- staff development will be planned and managed to support the implementation of the Specialist School's Programme; and

- self-evaluation will be used in the monitoring and evaluation of the Specialist School's Programme and inform development planning at all levels within the school.

The Inspectorate will continue to monitor the work of the school as part of the Specialist School's Programme.

HEALTH AND SAFETY AND ACCOMMODATION

- The accommodation for the AEP is inadequate for the number of pupils who need to access the provision.

- The effectiveness of the access arrangements to the AEP building need to be reviewed, to ensure that no unauthorised personnel enter the premises without the permission of the staff.

STATISTICAL INFORMATION

1.1 **i.** **School: Hazelwood College** **v.** **Date of Inspection: W/C 21.01.08**
  ii. **School Reference Number: 126-0269** **vi.** **Area of Study: Standard Inspection**
  iii. **Age Range: 11-18**
  iv. **Status: Grant Maintained Integrated**

1.2 **Intake/Enrolment**

School Year	2003/04	2004/05	2005/06	2006/07	2007/08
Year 8 Intake	126	145	141	143	134
Total enrolment	721	739	790	798	803

1.3 **Attendance**

Year 2006/07	8	9	10	11	12	13	14	Average 2006/07	NI Average 2005/06
% Attendance	91.6	89.1	91.4	90.4	89.5	92	89.9	91	90

1.4 **i.** Total Number of Teachers: **58** **iii.** Contact ratio (percentage of timetabled time in direct class contact): **0.778**

  ii. PTR (Pupil/Teacher Ratio): **13.93**

Year 2007/08	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	76	75	75	71	67	40	17	421
Enrolment: Girls	58	66	65	73	49	44	27	382
Enrolment: Total	134	141	140	144	116	84	44	803
PTR	15.33	16.62	16.01	14.74	13.93	11.27	7.19	

1.5 **Staying On Rate (2006/07)** (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	71.2	NI Av Year 13	35.3
Year 14	43.4	NI Av Year 14	25.2

1.6 **Leavers Destinations**

2005/06	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	53		80	
Another School	2%	8.3	0%	1.6
Employment	195	12	25%	18.5
Full-time Further Education	21%	37.6	15%	20.8
Full-time Higher Education	N/A	N/A	21%	44.9
Full-time Training	51%	34.4	26%	6
Seeking Employment/Unemployed	2%	4.2	8%	4.8
Unknown/Long Term Sick/Pregnant	6%	3.5	5%	3.3

1.7   NAME OF SCHOOL: Hazelwood College, Belfast   **SCHOOL YEAR:**   **2007/2008**

GCSE	2005	2006	2007
Percentage of Year 12 taking GCSE in at least 5 subjects	98	98	97
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	52	44	55
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	80	79	84
GCE A2 Level or equivalent	2005	2006	2007
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	21	24	19
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	91	97	85

EXAMINATION RESULTS

Table *showing the GCSE and GCE A level subject results over the previous three years ending in June 2005, 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		Motor Vehicle Studies	Art and Design Business Studies Drama English French Geography History Learning for Life and Work Polish Double Award Science 1st Subject Spanish Sport/PE Studies	English Literature Home Economics Single Award Science	Mathematics Music Technology and Design
GCE A Level A-E		Psychology	Art and Design Biology Chemistry English Literature Music	History	Geography Mathematics Sociology

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	Art and Design English Literature Physics Polish Double Award Science 1st Subject	Drama English History Home Economics Media Film and TV Studies Music Spanish Sport/PE Studies	Business Studies French Geography Learning for Life and Work Mathematics Religious Studies Single Award Science Technology and Design	Motor Vehicle Studies	
GCE A Level A-E	Art and Design Biology Chemistry Drama English Literature Geography History Mathematics Music Sociology	Psychology			

Table 3 showing examination results in the Specialist School's and Alternative Education Programmes

Examination	Number of Entries	2006	Number of Entries	2007	Total entry over 2 years
Moving Image Arts	17	A-C 53%	13	A-C 54%	30
		A-E 100%		A-E 100%	
Digital Technology year 11			19		19
Digital Technology year 12	5	80%	15		20
Digital Technology year 13	26	81%	1		27
CoPE			24		24
Princes' Trust XL	18	88%			18