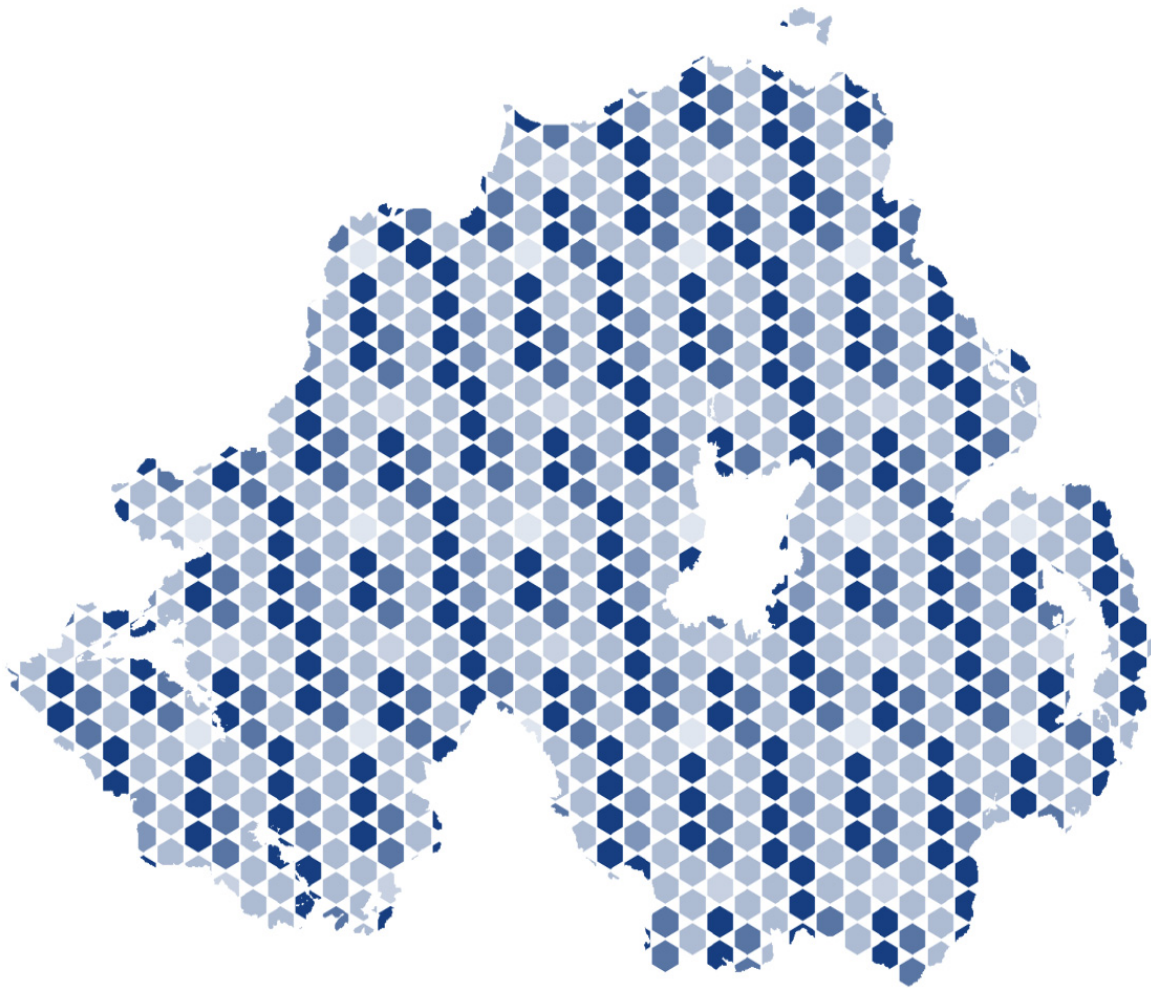


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

## Integrated College Dungannon

Integrated, Non-Selective, Co-educational, 11-18 School

Report of an Inspection  
in October 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

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.

CEIAG	Careers Education Information Advice and Guidance
DE	Department of Education
ETI	Education and Training Inspectorate
EF	Entitlement Framework
FSM	Free School Meals
GCE A	General Certificate of Education Advanced Levels
GCSE	General Certificate of Secondary Education
HOD	Head of Department
ICT	Information and Communication Technology
KS	Key stage
NI	Northern Ireland
SDP	School Development Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SLT	Senior Leadership Team
STEM	Science Technology Engineering and Mathematics

## 1. CONTEXT

1.1 The enrolment in Integrated College Dungannon has increased steadily over the past three years. There are 86 pupils in the sixth form. The significant number of newcomer pupils reflects the demography of the area.

Integrated College Dungannon	2009	2010	2011
Enrolment	461	487	492
FSM (Band 2) Percentage	26.2	25.9	26.6
% (No) of pupils on SEN register	23 (106)	22 (109)	24 (117)
<i>No. of pupils with statements</i>	33	40	30
<i>No. of newcomers</i>	62	75	95
<b>Intake</b>			
% of Y8 pupils with L5 English	10.9	8.8	9.1
% of Y8 pupils with L5 mathematics	4.7	9.9	16.9
% of Y8 pupils with L4 English	51.6	54.9	58.4
% of Y8 pupils with L4 mathematics	54.7	58.2	53.2

**Source:** Data as held by the school.

## 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 in teaching and learning which the school has demonstrated the capacity to address. The Education and Training Inspectorate will monitor the school's progress on the area for improvement.

## 3. ACHIEVEMENTS AND STANDARDS

**3.1 The standards achieved by the pupils are good<sup>1</sup>.**

### KEY FINDINGS

Comparisons based on FSM Band 2	2009	2010	2011
Percentage of Year 12 taking GCSE in at least 5 subjects	98.4	100	98.1
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	37.6	45.5	64.5
<b>Comparison with the NI average for similar schools</b>	<b>Significantly below the average</b>	<b>Below average</b>	<b>Above average</b>
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	27.2	29.8	48.3
<b>Comparison with the NI average for similar schools</b>	<b>Below average</b>	<b>Below average</b>	<b>Above average</b>
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	71.4	74	91.9

**Source:** Data on Year 12 (KS4) performance as held by the school, with DE benchmarks.

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

Most of the pupils develop good social skills and interact well with their peers. The newcomer pupils integrate very well in all aspects of school life and make a valuable and valued contribution to the school. During the inspection, the behaviour and participation in the lessons of the majority of the pupils was good.

Over the past three years the attainment of the pupils at GCSE level has improved and now compares favourably with similar non-selective schools.

The pupils' attainment, in particular at KS4, benefits from a coherent system for tracking their attainment, and from a range of intervention strategies throughout the school.

<b>Comparisons based on NI average for non-selective schools</b>	2009	2010	2011
Percentage of Year 14 taking A2 levels & Equivalentents in at least 3 subjects	79.1	87	89
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	54.1	50	45.7
<b>Comparison with the NI average for non-selective schools</b>	<b>Above average</b>	<b>Above average</b>	<b>Above average</b>
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	95.8	96.6	97.1
<b>Comparison with the NI average for non-selective schools</b>	<b>Above average</b>	<b>Above average</b>	<b>Above average</b>

**Source:** Data on Year 14 (A2) performance as held by the school, with DE benchmarks.

The outcomes for the relatively small number of pupils entered for examinations at A level are very good; over the past three years the percentage of pupils attaining three grades A\*-C has been above the NI average for non-selective schools.

#### **4. PROVISION FOR LEARNING**

##### **4.1 The quality of provision for learning is good.**

###### **KEY FINDINGS**

**The quality of the provision in science in good; in English and mathematics it is satisfactory.**

There is inconsistency in the quality of the learning experiences provided for the pupils, particularly at KS3, and the timetabling arrangements are not always conducive to effective progression in the learning.

Two-thirds of lessons observed were good or very good: the pupils thinking skills, their extended responses and their ability to engage in self-assessment and peer assessment were effectively promoted.

Almost one-third of the lessons were satisfactory and a few had significant areas for improvement: the pupils were not challenged appropriately and, in some instances, poor behaviour disrupted the learning.

**The quality of provision for SEN is satisfactory.**

The targets in the individual education plans are too general to enable the teachers to plan to meet effectively the identified needs of individual pupils.

The pupils involved in the reading partnership programme benefit from the effective support and the monitoring of their progress.

Those pupils with English as an additional language are well integrated into the life of the school and are very well supported to make good progress.

The pupils participate in and benefit from a wide range of learning experiences and extra-curricular activities, which enhance and extend their learning and reflect their interests.

During the inspection, the pupils from local schools accessing courses at the college were welcomed and fully integrated into the school.

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

##### KEY FINDINGS

The pupils develop the skills, attitudes and dispositions for learning and for life beyond the school, good working relationships and a strong sense of personal responsibility as a result of a well-conceived personal development programme.

There is a strong ethos of community, integration and inclusion. The pupils are extensively involved in pastoral activities and make a meaningful contribution to the work of the school through, for example, being represented on the board of governors.

The pupils indicated that they feel safe in the school and know what to do if they have any concerns regarding their work, safety and well-being.

Those pupils who have behavioural difficulties are supported effectively through well-constructed individual behaviour plans.

#### **4.3 The curricular provision for the pupils is good.**

##### KEY FINDINGS

At all stages throughout the school, the curriculum provided is suitably broad and balanced, with very good progression routes, at KS 4 and post-16, to further/higher education and to employment.

The school is fully committed to the Entitlement Framework (EF), is a prominent member of the Dungannon Learning Partnership (DLP) and is making very good progress towards meeting the requirements of the EF. 47% of the pupils in KS4 and at post 16 access courses provided through other schools in the DLP and the local college of further education.

The planning and provision for CEIAG is good; the pupils benefit from a coherent, taught careers programme throughout the school. They have good opportunities to engage in work-related learning through planned work experience both at KS4 and post 16.

The quality of the accommodation for careers education is inadequate.

## 5. LEADERSHIP AND MANAGEMENT

### 5.1 The leadership and the management are good.

#### KEY FINDINGS

The Principal provides very good leadership is highly committed to the school and provides realistic direction for its development and improvement. He promotes a strong sense of collegiality amongst all the staff and a very inclusive ethos, through clear and open channels of communication, involving pupils, parents, staff and governors.

The vice-principal provides very effective support and the SLT work well as a team, with clearly defined roles and responsibilities, to support both the Principal and middle management.

The middle management team provide good leadership and management for their areas of responsibility. The heads of department have access to a wide range of performance and qualitative data; however, there is variation in how they make use of the data to identify and prioritise key areas for development, to inform classroom practice and to identify and address underachievement.

The governors are well informed about the life and work of the school and work effectively with the Principal to ensure effective management of the school.

The comprehensive SDP meets fully the requirements of the School Development Plan Regulations (Northern Ireland) 2005 and identifies appropriate priorities through meaningful consultation with pupils, parents, staff and governors.

The school has very good, comprehensive arrangements in place for safeguarding children which reflect the guidance issued by the Department of Education (DE).

## 6. CONCLUSION

6.1 **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 in teaching and learning which the school has demonstrated the capacity to address.

6.2 The area for improvement is the need to:

- improve the consistency in the quality of the learning and teaching across the school to meet more effectively the needs of all of the pupils.

6.3 The ETI will monitor the school's progress in addressing the area for improvement.

## STATISTICAL INFORMATION

- 1.1 i. School: Integrated College Dungannon v. Date of Inspection: W/C 10/10/11  
 ii. School Reference Number: 526-0286 vi. Area of Study: Standard Inspection  
 iii. Age Range: 11-18  
 iv. Status: Grant Maintained Integrated

1.2 Intake/Enrolment

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 8 Intake	48	67	64	91	77
Total enrolment	438	465	461	487	492

1.3 Attendance

Year 2010/11	8	9	10	11	12	13	14	Average 2010/11	NI Average 2009/10
% Attendance	92.3	89.2	88.3	85.4	87.2	87.9	85.6	88	91

- 1.4 i. Total Number of Teachers: 35.1      iii. Contact ratio (percentage of timetabled time in direct class contact): 0.753
- ii. PTR (Pupil/Teacher Ratio): 14.017

Year 2011/12	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	39	55	35	48	32	20	11	240
Enrolment: Girls	38	43	35	41	40	34	21	252
Enrolment: Total	77	98	70	89	72	54	32	492
PTR	17.16	17.059	15.741	17.404	13.302	11.267	6.298	

- 1.5 Staying On Rate (2009/10) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	54.0	NI Av Year 13	47.4
Year 14	73.0	NI Av Year 14	34.5

1.6 Leavers' Destinations

2009/10	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	40		52	
Another School	5%	14.8	2%	2.4
Employment	3%	5.2	2%	12.3
Full-time Further Education	70%	47.5	42%	28
Full-time Higher Education	N/A	N/A	29%	42.5
Full-time Training	3%	25.1	4%	5.1
Seeking Employment/Unemployed	0%	3.6	12%	5.8
Unknown/Long Term Sick/Pregnant	20%	3.8	10%	3.9



## TABLE 1: GCSE EXAMINATION RESULTS

### HEADLINE STANDARDS

**NB:** The NI average for all non-selective schools of pupils obtaining Grades C or above in at least 5 subjects in 2010 is 59%

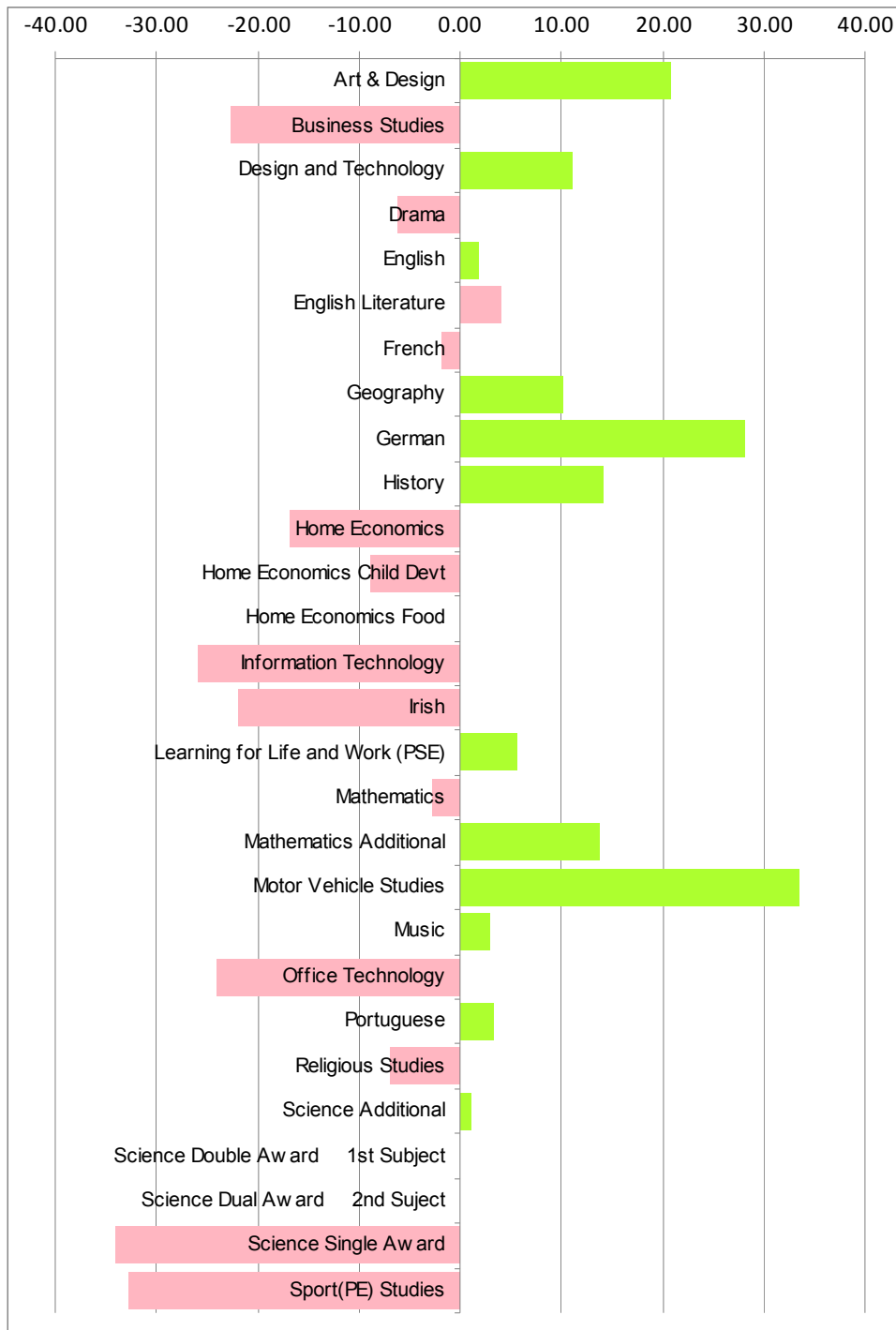
The NI average for all non-selective schools of pupils obtaining Grades C or above in at least 5 subjects including English and Mathematics in 2010 is 34.9%.

### *Data on Year 12 (Key Stage 4) performance*

<b>Comparisons based on non-selective schools</b>	2009	2010	2011
Percentage of Year 12 taking GCSE & Equivalent in at least 5 subjects	98.4	100	98.1
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	37.6	45.5	64.5
<b>Comparison with the NI average for non-selective schools</b>	<b>Significantly below the average</b>	<b>Below average</b>	<b>Above average</b>
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	27.2	29.8	48.3
<b>Comparison with the NI average for non-selective schools</b>	<b>Below average</b>	<b>Below average</b>	<b>Well above average</b>
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	71.4	74	91.9

**Source:** Data as held by Department of Education (NI) and as agreed with the school.

**TABLE 2** shows the **3 year average performance of each individual subject at GCSE Grades A\*-C**, compared with the corresponding NI average.



The following subjects had an entry of less than 30 pupils over three years to June 2011:

- Business Studies
- French
- German
- Irish
- Mathematics Additional
- Music
- Portuguese
- Science Double Award 1<sup>st</sup> Subject.

### TABLE 3: GCE (A2) EXAMINATION RESULTS

#### HEADLINE STANDARDS

**NB:** The NI averages in 2010 for all non-selective schools of pupils entered for A2 level or equivalent: who achieve:

3 or more grades A\*-C = 42.7%

2 or more grades A\*-E = 94.7%

#### *Data on Year 14 (A2) performance*

<b>Comparisons based on NI average for non-selective schools</b>	2009	2010	2011
Percentage of Year 14 taking A2 levels & Equivalentents in at least 3 subjects	79.1	87	89
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	54.1	50	45.7
<b>Comparison with the NI average for non-selective schools</b>	<b>Above average</b>	<b>Above average</b>	<b>Above average</b>
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels including English and Mathematics	95.8	96.6	97.1
<b>Comparison with the NI average for non-selective schools</b>	<b>Above average</b>	<b>Above average</b>	<b>Above average</b>

**Source:** Data as held by Department of Education (NI) and as agreed with the school.

## SUMMARY OF THE MAIN FINDINGS FROM THE AREAS UNDER FOCUS

### English

**The overall quality of the provision for English is satisfactory.**

The strengths include the:

- improving standards achieved by pupils in GCSE English and English Literature over the past three years;
- collegiate approach in the English department, including the close links formed with Drama and Media Studies;
- good or better quality of the teaching in the majority of the lessons observed; and
- the satisfactory start made to encouraging pupils to engage in self assessment and peer-assessment of their work.

The areas for improvement include the need to:

- develop further the monitoring and evaluation of teaching and learning;
- disseminate the good and better practice within the department, as identified by the very recently-appointed Head of English; and
- review and update the schemes of work in order to further improve the standards, in particular in KS3.

### Mathematics

**The quality of provision for mathematics is satisfactory.**

The strengths include the:

- good working relationships between the pupils and the teachers;
- hard work and commitment of the teachers in providing additional support for the pupils preparing for examinations;
- good levels of individual support provided for the pupils in most of the lessons observed; and
- the standards achieved by the pupils at GCE A level.

The areas for improvement include the need to:

- improve further the standards achieved by the pupils at GCSE level;

- improve overall the quality of teaching and learning, drawing on the very good quality of teaching in a minority of the lessons seen and particularly on the use of questioning as formative assessment; and
- develop departmental self-evaluation using appropriate quality indicators.

## **Science**

### **The quality of the provision for science is good.**

The strengths include the:

- quality of the ethos throughout the department, in particular, the learning environment which has been enhanced effectively through the display of the pupils' work;
- good relationships between pupils and teachers in all of the lessons observed;
- quality of the teaching observed during the inspection, which was always satisfactory and in most of the lessons was good or better;
- hard-working teachers;
- very effective leadership and management provided by the head of department, in particular the work undertaken to monitor, evaluate and improve the provision for the pupils; and
- the improvement in the results achieved by the pupils in external examinations, in particular, the double award science courses.

The areas for improvement include the need to:

- improve the standards achieved by the pupils in the single award science course; and
- increase the numbers of pupils following the science courses at post-16.

## SCOPE AND METHOD OF THE INSPECTION

The standard inspection of Integrated College Dungannon 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>. The evaluation, based on the quality indicators, enabled ETI to make a judgement about the public value provided by the school.

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, mathematics and science 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, 12, 13 and 14.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	122	42	34	16
Teachers	34	26	76	6
Support Staff	30	24	80	5

**Source:** Returns from questionnaires to Inspection Services Branch at DE.

The returns from most of the questionnaires sent to the teachers, the support staff and the parents were very positive and highly supportive of the school. The parents commented favourably on the care and support provided for their children and the high standing of the school in the local community. All of the teachers and support staff indicated that they enjoy working in the school; they commented on the effective leadership and management, the strong sense of team work and the pupil-centred ethos. The ETI reported to the Principal and representatives of the governors the few areas of concern emerging from the questionnaires, which included aspects of teaching and learning, communication and behaviour management, and, where appropriate, these have been commented on within the report.

The governors expressed their strong support for the principal and staff. In particular, they highlighted the very good working relationships in the school at all levels, the open channels of communication and the welcoming ethos where every pupil is highly valued.

In discussions, the pupils talked positively about their experiences in the school. They value the support they receive from all the staff, the welcoming and inclusive atmosphere within the school and the good range of extra curricular activities provided for them.

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