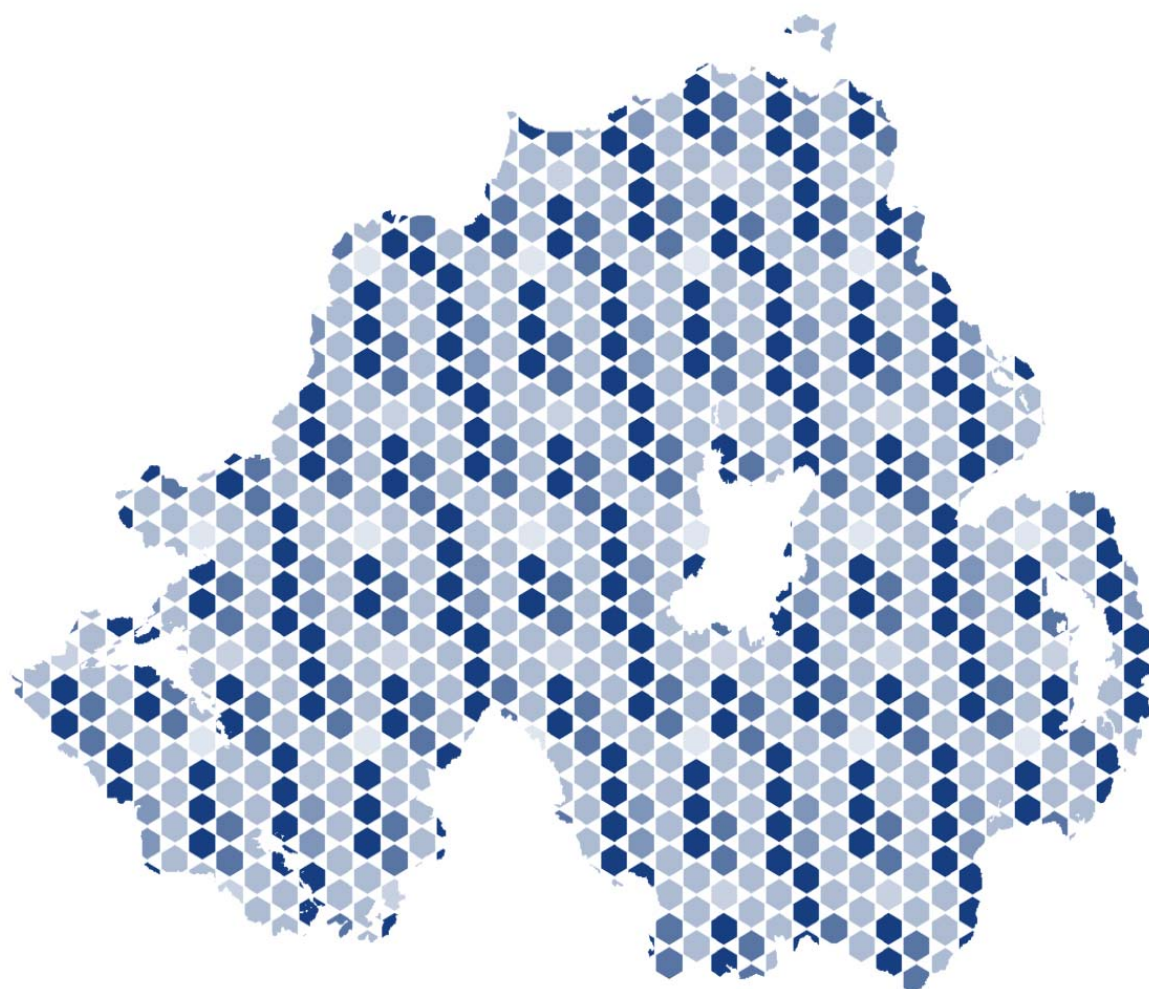


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Crumlin Integrated College,
Co Antrim

Report of an Inspection
In January 2010

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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

Crumlin Integrated College is a controlled, integrated, co-educational and non-selective school catering for pupils in the 11 to 16 age range. It is situated in the village of Crumlin, in County Antrim, and draws its pupils from the village and the surrounding area. Around 15% of the pupils come from families of service personnel stationed in the immediate area. The enrolment has declined from 336 in 2007/08 to the current figure of 301. Over the same period, 61% of the pupil intake did not participate in the Transfer Procedure and 35% obtained grades C or D. Approximately 12% of the pupils are entitled to free school meals and the school has identified 14% of the pupils as having special educational needs.

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

The arrangements for the inspection included the opportunity for the parents, teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors (Governors) and groups of pupils from years 8, 10, 11 and 12. One hundred and six questionnaires were issued to parents; 30% were returned to the Department of Education (DE) and 14 contained additional written comments. The responses from the parental questionnaires were generally supportive of the work of the school. The additional written comments indicated satisfaction with the integrated status of the school, the helpful teaching staff and the progress made by the children. A small number of parents raised concerns about pastoral issues. The parental responses have been discussed with the school leadership and the Governors. The Governors expressed their strong support for the Principal, the staff and the work of the school.

Almost three-fifths of the teachers completed a confidential questionnaire, with nine teachers providing additional written comments. Almost all of the support staff completed a confidential questionnaire, with eight providing additional written comments. The responses from the teaching staff acknowledged positive aspects of school life but a majority of respondents expressed concern about key issues such as communication, staff input into school priorities, resources and the leadership of the Principal. The support staff indicated that they like working in the school although most of the additional written comments raised serious pastoral concerns. Taken together, these responses point to strained working relationships within the school which are having a detrimental effect on its management and organisation, and on the development of the school's pastoral and curricular provision.

The pupils talked about the support they receive from some of their teachers and that they are aware of who to talk to if they have any concerns. However, during the discussions with pupils, a number of them raised serious concerns about the pastoral and curricular provision within the school.

1.3 FOCUS

The inspection focused on learning and teaching, and leadership and management at all levels across the school and, in addition, on the provision for English, geography and mathematics. The school's provision for careers, pastoral care, arrangements for child protection, and the quality of education for pupils with special educational needs were also evaluated. As an additional evidence base for the inspection, inspectors observed classes in a range of other subjects.

2. THE QUALITY OF THE PUPILS' WORK

2.1 ACHIEVEMENTS AND STANDARDS

In a minority of classes, where teacher expectations are high, the pupils show interest, give extended spoken responses, take responsibility for their work and maintain good standards. Many pupils, however, lack confidence, are not sufficiently focused on their work and make insufficient progress both academically and in their personal and social development. The pupils who require additional support with their learning do not have consistent access to an appropriately adapted and differentiated experience and the majority do not achieve to the best of their ability nor maintain good standards in their work.

In general, the proportion of pupils achieving five or more General Certificate of Secondary Education (GCSEs) at A*-C is below the average for non-selective schools with similar levels of free school meals. When English and mathematics are included in this figure, the results are poor and well below the corresponding Northern Ireland (NI) average. The standards achieved in four subjects at GCSE level are good although the standards in almost half of the subjects are poor and are more than ten percentage points below the corresponding NI averages for non-selective schools. The school needs to introduce effective strategies to improve the performance of the pupils in examinations. More details about the examination results can be found in Appendices 3 and 4.

The school has made a good effort to broaden the curriculum at key stage (KS) 4 through the introduction of appropriate vocational options. However, the rigid structure of the subject option groups and the current timetabling arrangements restrict the pupils' access to an appropriate range of subjects. Some of the pupils report that the curriculum available to them does not meet their needs and aspirations.

The provision for careers education, information, advice and guidance (CEIAG) is inadequate. The pupils receive a minimal experience which lacks coherence and does not cater for their individual needs. The management of CEIAG is under-developed and there is insufficient focus on the monitoring and evaluation of the provision.

2.2 THE QUALITY OF PROVISION FOR LEARNING

2.2.1 QUALITY OF LEARNING AND TEACHING

The quality of the learning and teaching in a significant minority of the lessons observed was good and, in a few lessons, very good; in one sixth of the lessons it was inadequate. In the most effective lessons, there is good classroom management, effective use of the time, appropriate pace and challenge and effective questioning; the activities match the needs of individual pupils. In the less effective practice, there are no links with prior learning, the work is over-directed by the teacher, there is inadequate differentiation, and the work is often set at too low a level. There is a lack of focus on learning and insufficient development of the pupils' thinking skills, personal capabilities and cross-curricular skills. The school needs to consider how best to make use of the 50 minute period to promote learning.

The individual education plans prepared by the special educational needs co-ordinator (SENCO) for those who require additional support provide useful initial information. However, they are not supplemented by specific targets in the majority of subjects and fail to guide appropriately the teaching and learning. The classroom assistants provide good support for the pupils with whom they work.

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

2.2.2 PASTORAL CARE

The quality of pastoral care is inadequate. There is an urgent need to review and update the policies to ensure that they promote positive behaviour strategies, the integrated ethos and a pupil-centred approach to pastoral care. Staff, parents and pupils need to be consulted on the pastoral policies and the pupils need to have a greater say in the life and work of the school. The management of the behaviour of the pupils, the absence of a whole-school reward system, the unnecessary focus on minor breaches of school regulations and the operation and impact of the Behaviour Modification Centre all need to be reviewed. The provision for Learning for Life and Work does not facilitate progression in the pupils' personal and social skills. Furthermore, immediate action is required by the pastoral care team to ensure that the pastoral provision supports the pupils in ways which will help them raise the standards achieved in their work.

2.2.3 CHILD PROTECTION

The school has satisfactory arrangements in place for safeguarding young people. These arrangements broadly reflect the guidance issued by DE. However, the school needs to ensure all new members of staff and some of the non-teaching staff receive updated training in child protection and that all pupils are aware of the names of the recently appointed deputy designated teachers.

2.3 MANAGEMENT ARRANGEMENTS

The leadership of the school is unsatisfactory. The senior management team (SMT) do not have a realistic vision for the school, nor are they working collaboratively to address the challenges faced by the school in effecting school improvement. Insufficient progress has been made towards the development of an ethos and provision which reflects the principles of integrated education. There is a lack of effective communication across the school, including to the Governors, concerning key school priorities with regard to teaching and learning and the standards achieved by the pupils. There are serious deficiencies in the management of the pastoral care of both the pupils and the staff. The school is characterised by poor working relationships, lack of mutual support, and low morale, all of which are having a detrimental effect on the pupils' learning.

The school development planning process is not effective in driving school improvement. The school does not make good use of qualitative and quantitative information to inform planning and set targets and there is insufficient monitoring and review of the curriculum to ensure that it best meets the needs of the pupils. There is inequality in the roles and responsibilities which managers hold; the arrangements for the professional development of staff are poor and are not matched to identified curricular and pastoral needs. As a result, the considerable expertise and potential of the teachers is not systematically harnessed to improve the quality of education for the pupils.

The School Development Plan does not fully comply with the requirements of the Education (School Development Plans) Regulations (Northern Ireland) 2005; in particular, there is ineffective consultation with staff.

The provision for pupils with special educational needs is inadequate. The SENCO keeps up-to-date with current developments and has good working relationships with the teachers, the relevant North-Eastern Education and Library Board staff supporting pupils who have statements of special educational needs, and with the team of hard-working classroom

assistants. However, there is insufficient commitment shown by the school and senior management to the inclusion and the education of all pupils. The SMT need to review urgently the provision for special educational needs and provide a clear rationale and approach to the use of both withdrawal and in-class support.

In general, the accommodation is poor and not conducive to good teaching and learning. Some of the temporary classrooms are unfit for purpose. In some cases, the teachers have made considerable efforts to counteract these conditions and create a good learning environment for their pupils. There is a deficiency of resources for learning and teaching and for staff development and this is having a negative impact on the pupils' learning and the standards they achieve.

Crumlin Integrated College is failing to provide an acceptable standard of education due primarily to shortcomings in the management of the school. In order to assist the Governors to address the issues raised in this report, the Education and Training Inspectorate (Inspectorate) recommends that DE exercise its power under Article 14 of the Education (NI) Order, 1998, to appoint additional voting members, with appropriate experience and expertise, to the governing body.

3. MAIN FINDINGS

3.1 The strengths of the school include:

- the willingness of the pupils to engage in learning, when given the opportunity;
- the quality of the teaching in a significant minority of the lessons observed;
- the good results at GCSE level in double award science, English literature, French and history; and
- the supportive work of the classroom assistants for those pupils with special educational needs.

3.2 The main areas for improvement are:

- the unsatisfactory leadership and management of the school;
- the serious shortcomings in the quality of pastoral care;
- the generally poor standards achieved by the pupils; and
- the lack of challenge in much of the work set which is poorly matched to the individual needs and aspirations of the pupils.

4. CONCLUSION

Overall, the quality of education provided by this school is unsatisfactory. The areas for improvement significantly outweigh the strengths in the provision. The inspection has identified major areas for improvement in standards, learning and teaching and leadership and management which need to be addressed urgently if the school is to meet effectively the needs of all its learners.

The Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-18 month period.

SUMMARY OF MAIN FINDINGS FOR THE SUBJECTS UNDER FOCUS

English

The provision is good.

The strengths of the work include:

- the positive working relationships between the teachers and the pupils;
- the hard work and commitment of all the teachers in the English department;
- the good standards achieved by most pupils at KS4, particularly in English literature;
- the pupils' ability to work independently and collaboratively in a range of contexts;
- the quality of the teaching observed, a majority of which was good or very good; and
- the effective leadership by the head of department;

The area for improvement is:

- the need to improve standards at KS3.

Geography

The provision is satisfactory.

The strengths of the work include:

- the effective working relationships between the teacher-in-charge and the pupils;
- the responsiveness and enjoyment of most of the pupils during lessons;
- the good learning environment which encourages interest in, and engagement with, aspects of geography and celebrates the pupils' work;
- the commitment of the teacher-in-charge to bring about improvements in the provision; and
- the good beginning made to planning and implementing aspects of the Northern Ireland Curriculum.

The areas for improvement are:

- to develop and employ a broader range of teaching strategies and learning activities which challenge the pupils in order to increase standards at KS3 and especially at GCSE level; and

- to monitor and evaluate more rigorously the standards achieved by the pupils across the department, in order to inform future planning and classroom practice and, in addition, to develop marking strategies which are focused on improvement.

Mathematics

The provision is inadequate.

The strengths of the work include:

- the good working relationships between the teachers and the pupils in most of the lessons observed;
- the good standards achieved by most of the pupils at the end of KS3 at level 5 and above;
- the good start that has been made in raising the profile of financial mathematics; and
- the hard work and commitment to improvement of the acting head of department despite the constraints of staffing, timetabling and resources.

The areas for improvement are:

- that all of the teachers need to work together to raise standards in mathematics especially at GCSE level; and
- for senior management to support the teachers in implementing, monitoring and evaluating the good departmental policies in order to improve the quality of the pupils' learning.

HEALTH AND SAFETY

- The fire alarm is inaudible in the Learning Support Centre.
- There are exposed cables on the mains on/off switch in the Behaviour Modification Centre.

STATISTICAL INFORMATION

- 1.1 i. School: Crumlin Integrated College
 ii. School Reference Number: 325-0149
 iii. Age Range: 11-16
 iv. Status: Controlled Integrated
 v. Date of Inspection: W/C 11/01/10
 vi. Area of Study: Standard Inspection

1.2 Intake/Enrolment

School Year	2007/08	2008/09	2009/10
Year 8 Intake	73	57	46
Total enrolment	336	316	301

1.3 Attendance

Year 2008/09	8	9	10	11	12	Average 2008/09	NI Average 2007/08
% Attendance	92.8	89.2	84.3	85.5	90.8	89	90

- 1.4 i. Total Number of Teachers: 23 iii. Contact ratio (percentage of timetabled time in direct class contact): 0.712
- ii. PTR (Pupil/Teacher Ratio): 13

Year 2009/10	8	9	10	11	12	TOTAL
Enrolment: Boys	24	26	38	37	41	166
Enrolment: Girls	22	29	37	21	26	135
Enrolment: Total	46	55	75	58	67	301
PTR	10.5	12.8	16.3	12.9	12.4	

1.5 Leavers' Destinations

2007/08	Year 12	NI%
Total Number of Leavers	76	
Another School	3%	11.3
Employment	14%	8.7
Full-time Further Education	59%	41.8
Full-time Higher Education	N/A	N/A
Full-time Training	17%	30.3
Seeking Employment/Unemployed	1%	4.4
Unknown/LongTerm Sick/Pregnant	5%	3.5

APPENDIX 3

1.6 NAME OF SCHOOL: Crumlin Integrated College SCHOOL YEAR: 2009/2010

GCSE	2007	2008	2009
Percentage of Year 12 taking GCSE in at least 5 subjects	85.13	85.29	86.88
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	35.13	55.88	54.09
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	20.27	32.35	24.59
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	77.02	83.82	83.60

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*-C	Double Award Science 1 st Subject English Literature French History	Home Economics Child Development Single Award Science	English	Design and Technology Information Technology Religious Studies	Art and Design Business and Communication Systems Business Studies Construction and the Built Environment Geography Hospitality and Catering Mathematics Music Sport/PE Studies
GCSE A*-E	French Hospitality and Catering	Business and Communication Systems English History Single Award Science	Art and Design Business Studies Design and Technology Double Award Science 1 st Subject English Literature Geography Home Economics Child Development Information Technology Mathematics Religious Studies		Construction and the Built Environment Music Sport/PE Studies

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			Art and Design Information Technology Music	Double Award Science 1 st Subject English Literature Home Economics Child Development	Business and Communication Systems Business Studies Construction and the Built Environment Design and Technology English French Geography Hospitality and Catering History Mathematics Religious Studies Single Award Science Sport/PE Studies
GCSE A*-E	Double Award Science 1 st Subject English Literature	Art and Design Business and Communication Systems English French History Home Economics Child Development Information Technology Music Religious Studies Sport/PE Studies	Business Studies Construction and the Built Environment Design and Technology Geography Mathematics Single Award Science	Hospitality and Catering	

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