



*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



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Standard Inspection

Malone Integrated College
Belfast

Inspected: November 2006

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1. INTRODUCTION

1.1 CONTEXT

Malone College is a co-educational grant maintained integrated school, located in an extensive campus off Finaghy Road North, in south Belfast. The campus also contains an integrated primary school. The school was founded in temporary premises in 1997 with an initial enrolment of 126 pupils; it moved into new premises on its present site in 1998. The school has grown rapidly and new classrooms and facilities have been added to the original buildings. The pupils come from south and west Belfast and from much further afield. The current enrolment is 787 including 123 in the school's sixth form. Over the previous three years, 12% of the pupils obtained grades A-C in the Transfer Procedure. Approximately 29 per cent of the pupils are entitled to Free-School Meals (FSM). The school has identified one third of the pupils in years 8 to 12 as being in need of special educational help for aspects of their learning.

1.2 FOCUS

The inspection focused on leadership and management throughout the school, and in addition, specifically on the subjects of English, modern languages, and science. The inspection included also the school's pastoral care provision and arrangements for child protection.

1.3 THE VIEWS OF PARENTS, GOVERNORS, PUPILS AND TEACHERS

The arrangements for the inspection of pastoral care and child protection included the completion of questionnaires by a sample of the parents as well as meetings with the Board of Governors (BoG) and with groups of pupils from years 8, 10 and 13. Prior to the inspection, 131 confidential questionnaires were sent to parents: 28% of the parents responded, with 57% taking the opportunity to write additional comments. The teachers were also invited to complete a confidential questionnaire online and 24 were returned. The responses from the parental questionnaires, the written comments from the parents and the comments from the governors indicated in most cases, good levels of satisfaction with the work of the school. They highlighted the strong commitment of the teachers and the principal, the caring ethos and the high quality of the pastoral care system. The findings of the inspection endorse these views. The responses from the teachers acknowledged the good communications with the parents and the commitment to staff and pupil welfare but a minority also identified the need for more staff discussion about the school's priorities, for better communication across the staff at all levels and for more consistent approaches to pupils' behaviour. These matters were discussed with the principal and the BoG and are dealt with in the report. The pupils speak very positively about the school and acknowledge readily the hard work and commitment of the principal, teachers and support staff on their behalf. The inspection findings support these views.

The pastoral work of the school is given a high priority and the quality of the pastoral care provided is very good. The school is using the guidelines for the vetting procedures as detailed in the Department of Education (DE) circulars 2006/6/7/8/9 to guide practice. While the current arrangements for Child Protection are effective, the school is not yet fully implementing the requirements as outlined in the DE Circular 2003/13 'Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order'. There is a need, for

example, for further consultation with parents and pupils about the pastoral care and Child Protection procedures and for a brief summary of Child Protection arrangements to be circulated to parents annually.

The school gives consistently good attention to promoting health and well-being and has appropriate policies and programmes in place which encourage the pupils to adopt healthy life-styles. There is commitment on the part of the staff to promoting physical activity and healthy eating within the school as evidenced through curriculum planning and by means of the DE Catering For Healthier Lifestyles programme. Opportunities are provided for all pupils to participate in a range of physical activities including, for example, a Healthy Heart module for year 12 pupils and a wide-ranging extra-curricular programme. A healthcare package has been introduced lately for the whole staff.

1.4 EXAMINATION RESULTS

Almost all of the pupils at Year 12 are entered for five or more subjects at General Certificate of Secondary Education (GCSE) level. Over the last three years in the majority of these subjects the proportion of pupils obtaining grades A* to E was within, or above, five percentage points of the respective NI average for non-selective schools. In 2006, 44% of pupils achieved grades A* to C in at least five GCSE subjects. When compared with schools of a similar FSM index these results are favourable. At GCE A2 level or equivalent, the pupils' performance at grades A to E in a minority of subjects was within five percentage points of the NI average. Following a recent evaluation of its post-16 curricular provision the school has identified appropriately the need to include additional Vocational Certificate of Education courses for the pupils within its programme. More details about the examination results are provided in Appendices 2 and 3.

2. MAIN FINDINGS

2.1 The strengths of the school include the:

- strong sense of community evident at all levels;
- caring ethos and the good relationships observed between staff (all staff, teaching and support staff) and pupils;
- inclusive tone in the school;
- strong commitment to the school's integrated all-ability ethos shown by the principal, the teachers and the support staff;
- strong support for the work of the school and its leadership which is provided by the BoG;
- hard working and committed teachers;
- high quality of much of the teaching;
- good results attained by the pupils in most subject areas in GCSE examinations;

- high quality of the policy documents produced to support the day-to-day work of the school;
- high quality of the pastoral care system, (including the taught programme), for the pupils, and the commitment of the school leadership to promoting also the care and well-being of staff;
- structures in place to support the administration and financial management;
- increasing use of self-evaluation techniques and the analysis of statistical data, (by senior and middle managers), to inform school development planning and to assess progress.

2.2 Areas for improvement include the need to:

- incorporate the use of information and communication technology more widely and more effectively into the teaching and learning;
- review aspects of the teaching and disseminate the good practice that exists to ensure the approaches meet more fully the needs of all of the pupils;
- promote further the engagement of middle and senior managers in monitoring and evaluating the work and progress of the school.

3. **CONCLUSION**

In the areas inspected, the school has important strengths in 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 the District Inspector.

ACCOMMODATION

The accommodation falls short of modern Building Handbook standards and is inadequate for:

- Art;
- Home Economics;
- Physical Education;
- The school canteen.

There is no sixth form social area.

STATISTICAL INFORMATION

- 1.1 i. School: Malone Integrated College v. Date of Inspection: W/C 20/11/06
 ii. School Reference Number: 126-0294 vi. Area of Study: Standard Inspection
 iii. Age Range: 11-18
 iv. Status: Secondary Grant Maintained Integrated

1.2 Intake/Enrolment

School Year	2002/03	2003/04	2004/05	2005/06	2006/07
Year 8 Intake	135	133	132	130	139
Total enrolment	743	789	795	789	787

1.3 Attendance

Year 2005/06	8	9	10	11	12	13	14	Average 2005/06	NI Average 2004/05
% Attendance	90.4	90.2	90.5	89.4	88.8	91.9	89	90	91

- 1.4 i. Total Number of Teachers:

59

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

0.72

- ii. PTR (Pupil/Teacher Ratio):

13.34

- iv. Numbers of Teachers involved in Area of Study: (Focused Only)

0

Year 2006/07	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	77	71	67	81	84	43	24	447
Enrolment: Girls	62	59	66	49	48	29	27	340
Enrolment: Total	139	130	133	130	132	72	51	787
PTR	15.71	14.44	14.91	13.20	13.41	10.01	9.54	

- 1.5
- Staying On Rate (2005/06)
- (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	48.5	NI Av Year 13	35.5
Year 14	53.2	NI Av Year 14	24.9

1.6 Leavers Destinations

2004/05	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	74		61	
Another School	5%	8.2	0%	1.1
Employment	3%	10.9	3%	17.5
Full-time Further Education	47%	36.8	15%	21.1
Full-time Higher Education	N/A	N/A	75%	44.1
Full-time Training	24%	34.3	3%	5.7
Seeking Employment/Unemployed	19%	6.3	3%	5.6
Unknown/Long Term Sick/Pregnant	1%	3.6	0%	4.8

1.7 NAME OF SCHOOL: Malone Integrated College SCHOOL YEAR: 2006/2007

GCSE	2004	2005	2006
Percentage of Year 12 taking GCSE in at least 5 subjects	100	96.77	95.35
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	51.67	46.77	44.19
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	85	81.45	75.19
GCE A2 Level or equivalent	2003	2004	2005
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	3	11.76	8.47
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	78	83	91

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Within this report, when commenting on examination results of individual subjects, the respective CCEA average is used as a proxy for the corresponding average for all pupils in NI taking that subject.

APPENDIX 3

EXAMINATION RESULTS

Table showing the GCSE subject results over the previous three years ending in June 2006, 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	Drama, Home Economics Child Development, Irish*	History, Mathematics, Music, Spanish	Art & Design, Business Studies, English, Geography, Home Economics	English Literature, French, Information Technology, Sport/PE Studies	Design & Technology, Double Award Science 1 st Subject

* Less than 30 pupils taking the subject in this three-year period. The results for German, GNVQ Hospitality and Catering and Religious Studies have been omitted as the subjects have not been taken consecutively within the three-year period.

Table 2

Table showing the A Level A-E subject results over the previous three years ending in June 2006, in comparison with the respective Northern Ireland (NI) averages.

GCE A Level A-E			Art & Design, Drama	English Literature, GNVQ Information Technology, History	Biology*, Business Studies, French*, Geography, Mathematics*, Music*
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* Less than 20 pupils taking the subject in this three-year period. The results for Chinese, Chemistry, GNVQ Health and Social Science, Irish and Spanish have been omitted as the subjects have not been taken consecutively within the three-year period.

	100% - 96%	95% - 86%	85% - 76%	75% - 66%	65% - 0%
GCSE	Biology, Chemistry, German, Physics, Double Award Science 1 st Subject	Drama, English Literature, Information Technology, Irish, Music, Spanish, Sport/PE Studies	Design & Technology, English, Geography, GNVQ Hospitality and Catering, History, Mathematics	Home Economics, Religious Studies	
GCE A Level A-E	Art & Design, Biology, Business Studies, Drama, English Literature, French, Geography, GNVQ Information Technology, History, Mathematics, Music				

Within this report when commenting on examination results of individual subjects, the respective Council for the Curriculum, Examinations and Assessment average is used as a proxy for the corresponding average for all pupils in Northern Ireland taking that subject.

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