

report of an inspection survey

The Early Teacher Education
of Teachers in the
Creative and Expressive Area of Study

2004/2006

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EXECUTIVE SUMMARY

1. INTRODUCTION, CONTEXT AND EVIDENCE BASE

- 1.1 In Northern Ireland, the teacher competences, currently under review, underpin the integrated approach to early teacher education. Since not all of the competences are developed fully during initial teacher education, the stages of induction, the first year of teaching, and early professional development (EPD), the second and third years of teaching, are central to the continuing professional development (CPD) of beginning teachers.
- 1.2 During the 2004/05 and 2005/06 academic years, the Education and Training Inspectorate (Inspectorate) undertook a survey to evaluate how prepared and skilful beginning teachers were to undertake the range of specialist learning and teaching duties in the creative and expressive area of study (AoS). The survey covered the specialist subjects of art and design, drama, media studies, music and physical education. In addition, the survey undertook to evaluate how confident beginning teachers feel to teach all elements of the specialist programmes of study (PoS) up to General Certificate of Secondary Education (GCSE) and General Certificate of Education (GCE), and to assess the levels of support required for beginning teachers in post-primary schools in the specialist subjects in the AoS.
- 1.3 This report follows the report of a survey 'The Induction and Early Professional Development of Beginning Teachers' carried out by the Inspectorate during the academic years 2002/03 and 2003/04 which made a number of recommendations for schools, the Department of Education (DE), the Curriculum, Advisory and Support Service (CASS) and the General Teaching Council Northern Ireland (GTCNI). These recommendations are being considered actively in the current teacher education review.
- 1.4 The Inspectorate visited 19 beginning teachers in their induction year and when they moved subsequently into year one of EPD, and 15 EPD teachers who moved into year two of EPD in 2005/06. Over the two-year period, specialist inspectors made two visits to each beginning teacher, observed them teach and held discussions with

them about their initial, induction and EPD experiences. For a number of reasons, including illness, moving to England, no longer teaching their specialist subject or leaving the profession, four beginning teachers could not be re-visited; the beginning teachers who replaced them were visited only once. Only one EPD teacher was found to be teaching media studies. The teachers had completed their Post-graduate Certificate in Education (PGCE), Bachelor of Education (B.Ed) and Bachelor of Arts (BA) courses from a range of universities in Northern Ireland and England; 60% of the original teachers in the survey had completed their PGCE or B.Ed course in Northern Ireland. Over the two years of the survey, the inspectors observed 101 lessons. The visits also included discussions with principals, teacher-tutors and other key support personnel in the schools concerned.

- 1.5 To follow the complete process of early teacher education in Northern Ireland, visits were made to the higher education institutions (HEIs), the Queen's University Belfast (QUB) and The University of Ulster (UU) to meet with lecturers to discuss the PGCE programmes, to meet with students and to observe practical sessions. Specialist inspectors also had discussions with the Education and Library Board (ELB) creative and expressive advisers for their individual subject areas, the Chairperson of the Inter-Board Teacher Education Group and the Chairperson of the Regional Group for Beginning Teachers in Special Schools.
- 1.6 The inspectors visited eight CASS in-service training courses for the beginning teachers, provided at both individual board and inter-board level. In addition, the specialist inspector for drama visited a twilight optional drama course set up by QUB in conjunction with a Belfast Education and Library Board (BELB) CASS officer, for PGCE English student teachers interested in exploring the teaching of drama in more detail.
- 1.7 Over the last few years, the number of pupils entering for examinations in the creative and expressive subjects has increased greatly, particularly at GCE level. For example, between 2004 and 2006 the number of pupils studying GCE physical education and music increased by 53% and 34% respectively, and expressive arts/drama and art and design also increased by 21% and 15%

respectively. Over the same period, the numbers of pupils entering for all the creative and expressive subjects at GCSE level has risen. The largest numbers of pupils, 5,636, enter for art and design, while entries for music and physical education have risen by just over 14% to 1,812 and 3,608 respectively. The entries for drama have increased by 6% to 1651 pupils, and since 2004 the entries for media studies have risen by 130% to 1,780 pupils.

- 1.8 At this time, there are a number of factors impacting on the CPD of beginning teachers. These factors include downward demographic changes and reduced school budgets, both of which are leading to reductions in school staffing. As a consequence, many beginning teachers in the creative and expressive AoS have to apply for teaching posts that require them to teach outside their main subject specialisms. This adds to the planning for learning and teaching and classroom and time-management required of the beginning teachers. In addition, an increased number of beginning teachers are required to be heads of department (HoD). The vast majority of the principals visited during the survey also report that staff restrictions make it impossible to reduce time-tables for beginning teachers, to accommodate additional classroom observations or to give adequate time to teacher tutors to carry out their increasing pastoral and monitoring roles as effectively as they would wish.
- 1.9 In year one of the survey, of the 19 beginning teachers almost 79% were employed on permanent full-time contracts with one teacher covering a maternity leave. Of the 15 EPD1 teachers visited over 90% were on permanent full-time contracts. Seven teachers were in single teacher departments, and one beginning teacher moved to a larger department in year two of the survey.
- 1.10 The inspectors reported back on the survey's findings to the managers of the initial teacher education PGCE courses, to the CASS staff responsible for supporting the specialist subjects, DE and the Department for Employment and Learning (DEL).

- 1.11 Throughout the report a number of qualitative terms are used to present the findings. These terms 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%

- 1.12 In assessing the quality of teaching and learning observed, the Inspectorate's judgements relate to four performance levels which may be interpreted as follows:

Grade

1. Significant strengths (good ranging to outstanding).
2. Strengths outweigh weaknesses (satisfactory ranging to good).
3. Weaknesses outweigh strengths (fair ranging to satisfactory).
4. Significant weaknesses (poor).

2. STRENGTHS AND AREAS FOR IMPROVEMENT

- 2.1 The strengths of the provision for early teacher education of teachers in the creative and expressive area of study include:

- the very good working relationships between the initial teacher education tutors and the student teachers, and the highly motivated students who worked well together and were offered a wide range of experiences;
- the good working relationships between the beginning teachers, the teacher tutors and the HoDs in the majority of schools visited;

- the opportunity afforded to all beginning teachers to attend induction courses organised by CASS and to observe experienced practitioners;
- the good support or advice received by beginning teachers from other teachers, such as heads of pastoral care, on aspects of teaching such as discipline and classroom management;
- the good quality of support provided by the teacher tutors in almost all of the schools visited;
- the good support offered to some beginning teachers working in single teacher departments in the form of visits to another school to avail of specialist support or through the CASS initiated 'buddy' system;
- the enthusiasm and commitment shown by the vast majority of the beginning teachers to improve their teaching, and the clear evidence of progression in the work of almost all of the beginning teachers over the two years of the survey;
- the high levels of commitment and dedication which the CASS officers involved in the induction and EPD process bring to their work; and
- the well-managed courses offered by CASS, the balance of which have been adjusted to make a greater contribution to the development of beginning teachers during EPD.

2.2 In order to improve further the provision for the initial education of beginning teachers in the creative and expressive area of study, the schools, HEIs, DEL and DE need to:

- address the problems relating to the structure of the PGCE programme, in particular, the time available at the universities for the student teachers in all of the creative and expressive subjects. Currently, the time available restricts greatly the opportunities available for the student teachers to develop fully their personal skills, knowledge and understanding of the different areas of their particular subjects, to develop

appropriately the learning and teaching strategies necessary to teach effectively across the programme of study or area of learning for the subject and to explore approaches to managing subject departments;

- explore ways in which student teachers can become more personally competent in all aspects of the programmes required for schools either before, during or after the PGCE course;
- establish more systematic quality assurance of the student teachers' school placements. To support this aspect of the provision, a more flexible approach is necessary to place and move students to ensure that they experience best practice, are assessed teaching all aspects of the subjects and have their strengths and areas for improvement recorded in their Career Entry Profile; and
- take further cognisance of the extended role of beginning teachers across the creative and expressive subjects, in particular to take account of instances when beginning teachers may be required to teach outside their subject specialisms or undertake the role of HoD.

2.3 In order to improve further the quality of provision for the induction of beginning teachers in the creative and expressive area of study, schools and DE need to:

- ensure that beginning teachers have sufficient time, in addition to normal contact time, to focus on their professional development; almost all the beginning teachers visited teach additional subjects, some are allocated overly burdensome time-tables and a small number of the beginning teachers teach an excessive and inappropriate number of subjects; and
- ensure that teacher tutors are allocated sufficient time to carry out their duties.

2.4 In order to improve further the quality of provision for the induction of beginning teachers in the creative and expressive area of study, schools need to:

- involve all school principals in the observation of beginning teachers' work, and facilitate more formal lesson observations by teacher tutors, HoDs and other teachers;
- develop further the roles and responsibilities of the HoDs to ensure that the beginning teachers' needs are identified accurately and early, and the necessary support provided;
- ensure greater use of the Career Entry Profile to identify the areas for development that the beginning teachers will work on during their induction year;
- ensure that beginning teachers' action plans are reviewed in light of the observations of their teaching; and
- support further those beginning teachers working in single teacher departments to develop their specialist classroom practice.

2.5 In order to improve further the quality of provision for the EPD of beginning teachers in the creative and expressive area of study, schools need to:

- assist the beginning teachers to make stronger links between their professional development needs arising from the School Development Plan (SDP) and their own practice; and
- provide support which will extend the beginning teachers' learning and teaching strategies, to support the development of the pupils' ability to evaluate their own work and that of others, to develop further open-ended questioning techniques and to ensure that there is sufficient challenge and progression in the pupils' work.

- 2.6 In order to improve further the quality of provision for the early teacher education of beginning teachers in the creative and expressive area of study, the HEIs, CASS and schools need to:
- ensure that the Career Entry Profile, identifying the areas for development, forms the focus of the initial support during the induction stage of teacher education;
 - provide a more consistent, flexible and integrated approach to support individual beginning teachers, in order to ensure that they develop adequate skills and confidence in their specialist subjects;
 - develop further the provision for subject specialist beginning teachers in special and mainstream schools who require support to teach more effectively pupils who require additional help with their learning;
 - put in place appropriate arrangements to ensure that where beginning teachers are teaching more than one subject, particularly to examination level, they are provided with additional professional development opportunities;
 - provide further support to beginning teachers who are required to teach outside their subject specialisms or undertake the role of HoD;
 - ensure there is a robust quality assurance system of the beginning teachers' EPD professional development activities (PDA); and
 - develop clearer procedures for dealing with periods of extended induction that follow when beginning teachers do not acquire the competence required to achieve successful induction.

3. CONCLUSION

- 3.1 This survey has identified significant strengths in the arrangements for the early teacher education of teachers in the creative and

expressive area of study. In particular, it highlights the good working relationships across each of the three stages, the commitment and dedication of many of those supporting the beginning teachers, and the student and beginning teachers' enthusiasm and commitment to improving the quality of their teaching and their pupils' learning.

- 3.2 In order to improve the consistency and quality of the arrangements for early teacher education of beginning teachers in the creative and expressive area of study, the HEIs, CASS and schools need to work together to address the areas for improvement identified in this report. It is particularly important that they explore ways in which student and beginning teachers can develop adequate personal skills and teaching competences to enable them to teach all aspects of the programmes of study in their specialist subjects.

THE MAIN FINDINGS

4. INTRODUCTION, CONTEXT AND EVIDENCE BASE

- 4.1 In Northern Ireland, the teacher competences, currently under review, underpin the integrated approach to early teacher education. Since not all of the competences are developed fully during initial teacher education, the stages of induction, the first year of teaching, and early professional development (EPD), the second and third years of teaching, are central to the continuing professional development (CPD) of beginning teachers.
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teachers in post-primary schools in the specialist subjects in the AoS.

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Teacher Education Group and the Chairperson of the Regional Group for Beginning Teachers in Special Schools.

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- 4 Significant weaknesses (poor).

5. INITIAL TEACHER EDUCATION

- 5.1 The experiences provided during initial teacher education are of vital importance in the development of the expertise, confidence and range of competences required by beginning teachers. In Northern Ireland, the PGCE courses for all the creative and expressive subjects are greatly over-subscribed. For example, in the year 2005/2006, for each of the specialist areas of art and design, music and physical education there were just fewer than one hundred applicants for less than twenty places. Currently there is no separate provision for drama at PGCE level. Both universities offer a PGCE in English and cover aspects of drama within these PGCE courses.
- 5.2 It is appropriate that applicants for the PGCE courses are required to have a vocationally relevant under-graduate degree. It is expected that applicants for the physical education course have some school-based experiences. Almost all of the physical education beginning teachers who attended the University of Ulster at Jordanstown (UUJ) had spent an under-graduate year gaining experience working with children, while almost half of the sample selected for inclusion in the art and design survey had previous experience in employment, with a significant minority being employed as technicians in post-primary school art and design departments.
- 5.3 In Northern Ireland, the PGCE course lasts for 36 weeks, divided between 24 weeks of school experience and 12 weeks of taught sessions at the university. In all the university based sessions observed, the working relationships between the lecturers and the student teachers were very good. The students were highly motivated, worked well together and were offered a wide range of experiences.
- 5.4 The initial teacher education provision has many strengths. However, the structure of the PGCE courses limits the amount of time available for taught sessions in the university, and restricts greatly the opportunities available for the student teachers to develop fully their personal skills, technical expertise and understanding of their particular subjects. In addition, the lack of

time restricts the opportunities available for the student teachers to develop appropriately the learning and teaching strategies necessary to teach across all the elements of their particular subjects.

- 5.5 In all of the subjects, while the student teachers have high levels of expertise within their degree areas, they do not always have a sound personal competence in the main areas of the programmes of study or the necessary knowledge and understanding of the progression and standards of performance that should be reached by the pupils. The deficiencies in personal competence can result in poor, and at times, unsafe learning experiences for pupils, low standards of achievement and little evidence of progression. Higher education institutions in England have developed useful programmes to assist student teachers found to be insufficiently competent in certain aspects of their courses. These additional courses provide an opportunity to strengthen personal competence and equip students adequately for the PGCE course. It will be important for the HEIs and schools in Northern Ireland to explore more flexible ways by which student teachers can become more personally competent in all the practical aspects of the creative and expressive programmes required for schools either before, during or after the PGCE course.

6. SCHOOL EXPERIENCE

- 6.1 The student teachers have opportunities during their periods of school experience to develop further the pedagogical skills, knowledge and understanding taught at the universities. Discussions with student teachers and beginning teachers, highlight the importance of the student teachers having high quality school placements which have good provision for learning and teaching, provide a range of experiences across the PoS, and where they are supported well and have opportunities to observe progression and good standards in pupils' work and performances. In all subjects, the survey identified that the student teachers' experiences varied greatly; where it was good, the student teachers were able to use the experiences extensively in their teaching. A significant minority of the student teachers and beginning teachers interviewed had limited opportunities during their placements to teach and to receive support across all areas of the PoS.

- 6.2 The HEIs experience difficulty in sourcing school experience placements. There is evidence that a small number of student teachers negotiate their own placements, perhaps revisiting the schools that they attended as pupils. This practice can result in a narrow experience for the student teacher and does not make best use of the short time available to them to gain teaching experience across all areas of the PoS. The universities need to institute more systematic quality assurance of student teachers' school placements. To support this aspect of the provision, a more flexible approach is necessary to place and, if necessary, move students, to ensure that they experience best practice, are assessed teaching all aspects of the subjects and have their strengths and areas for improvement recorded in their Career Entry Profile.

7. INDUCTION

- 7.1 In the majority schools visited, the working relationships between the teachers, the teacher tutors and the heads of department (HoDs) were good. Appropriately, all beginning teachers were given the opportunity to attend induction courses organised by CASS and a majority of beginning teachers took the opportunity to observe experienced practitioners. The beginning teachers in all of the schools report that they receive good support or advice from other teachers, such as heads of pastoral care, with aspects of teaching such as discipline or classroom management. The support was particularly relevant and effective when HoDs were involved actively in monitoring the beginning teachers' progress. However, the HoDs observed the beginning teachers' teaching in only a minority of the schools. The beginning teachers' development of practical skills and knowledge were often supported well through team teaching, modelling lessons, informal meetings and observations within departments. The roles and responsibilities of the HoDs need to be developed further to ensure that the beginning teachers' needs are identified accurately and early, and the necessary support provided.
- 7.2 The quality of support provided by the teacher tutor was very good in almost all the schools visited. In the best practice, regular centrally timetabled meetings took place and communication between the HoD, the teacher tutor and the beginning teacher was

open and constructive. The beginning teachers' action plans were negotiated to fulfil their developing needs and to contribute to departmental and/or whole-school objectives. Often the teacher tutors give of their own time to meet with the beginning teachers to give advice and support. In most of the schools, the teacher tutors organised the lesson observations well and the beginning teachers received constructive feedback from a number of teachers. However, there is little evidence that the beginning teachers reviewed their action plans in light of the lesson observations. In a minority of schools visited during the survey, the principals are not involved in the lesson observation of the beginning teachers' work.

- 7.3 The demands placed on beginning teachers teaching creative and expressive subjects are considerable, in particular on the beginning teachers working in single teacher departments where, in effect, they are the HoDs. During the induction period these teachers often experience high levels of pressure in addressing their professional development as HoDs, their competence as classroom teachers and in developing their own personal skills in their subjects. For example, 33% of the beginning teachers of music visited worked in single teacher departments where there was no specialist HoD support. As a consequence, beginning teachers working in single teacher departments do not always have effective means of developing their specialist classroom practice; this aspect of professional development needs to be addressed. In the best practice, the schools provided the beginning teachers with opportunities to visit another school to avail of specialist support, the CASS officer initiated a 'buddy' system with an experienced teacher or CASS provided additional in-service training at the request of the school. In one school, the principal supported the teacher's personal and practical development in-house before introducing examination class work to the beginning teacher's timetable.
- 7.4 As a consequence of the limited time available on the PGCE course to develop fully a wide range of experiences, beginning teachers in almost all of the subjects reported that the further development of their skills was often their personal responsibility. For example, around half of the art and design beginning teachers reported that during their induction year they had undertaken courses in the evenings, weekends or holiday periods to develop their skills in a

wider range of techniques and processes. Similarly, while there is some emphases on GCSE and GCE level drama work in the QUB twilight course and the UU subsidiary course, the English specialist student teachers' limited knowledge of drama affects the potential impact of the sessions on their subsequent ability to teach drama. Their success as teachers of drama at GCSE, key stage (KS) 4 and beyond, rests on appropriate support being provided during induction and EPD.

- 7.5 Almost all the beginning teachers visited taught additional subjects, some of these subjects to examination level and, in addition, most had responsibilities for a form class and often extra-curricular activities. Beginning teachers in single teacher departments or those on short-term contracts are occasionally allocated overly burdensome timetables and a small number of the beginning teachers teach an excessive and inappropriate number of subjects. Only a small number of the beginning teachers have a reduced timetable as suggested in the Teacher Education Partnership Handbook, to enable them to focus on their professional development. When such reductions to teaching load are made, the beginning teachers have time to reflect on their teaching, observe and learn from others or to speak formally with teacher tutors. The HEIs and CASS need to take greater account of the widening role of beginning teachers and the expectation that they teach across a range of subjects.
- 7.6 Across the specialist subjects, the beginning teachers' action plans focus on a range of appropriate issues. A high number of beginning teachers focus on discipline and classroom management and encouragingly are able to demonstrate changes that have taken place in their practice. This is a very appropriate focus for some of the beginning teachers, but for others more cognisance should be taken of their Career Entry Profile. In general, the Career Entry Profile needs to be highlighted and used more systematically as a basis of the individual on-going support for teachers. A minority of the beginning teachers are less positive about the relevance of their Career Entry Profile. They reported that their induction action plan was based more on discussion with the teacher tutor and HoD than on the contents of the Career Entry Profile.

- 7.7 During the survey, there was one instance when a beginning teacher's period of induction had to be extended because of issues relating the beginning teacher's teaching competence. To bring greater clarity to the procedures in this instance, there is a need for additional guidance outlining how an extended induction period should be managed with regard to a recommended maximum time limit, the nature and frequency of the classroom observations, the involvement of CASS and the nature of the records and reflections to be maintained by the beginning teacher.

8. EARLY PROFESSIONAL DEVELOPMENT (EPD)

- 8.1 In general, beginning teachers report they had little time to write the PDAs, which aim to promote reflection on personal practice to enhance pupil learning. In the best practice, the beginning teachers approached the PDA confidently and creatively. In these PDAs, key personal needs were linked effectively to a departmental or school-wide development plan, the beginning teachers' evaluation of learning and teaching was good and the experience had a positive impact on the pupils' learning and on developing the beginning teachers' range of teaching approaches. While a majority of beginning teachers find the PDAs useful in focusing on their own teaching and the pupils' learning, a significant minority of the beginning teachers are unclear about the process of reflective practice as it applies to their day-to-day work in schools. While the assignments show evidence of careful lesson planning, they contain little constructive evaluation of learning and teaching or conclusions about the areas for improvement.
- 8.2 Only a minority of the beginning teachers chose a PDA focus which challenged them professionally and personally. In less successful work, it was clear that the PDA had not been tailored in the first instance to the needs of the beginning teacher; these PDAs were based on a whole-school priority and this skewed the content of the PDA away from developing aspects of their professional knowledge and competence. More consideration needs to be given to supporting reflective practice throughout the process of EPD and to support beginning teachers in making relevant links between the

selection of priorities from the SDP and their own professional development needs.

- 8.3 The PDAs vary in quality and the teacher tutors require further advice on how to deal with poor quality assignments. There is a need for a more robust quality assurance system of the beginning teachers' PDAs.
- 8.4 In general, teacher tutors provide good support for beginning teachers during EPD. The teacher tutors report good support from CASS in terms of information and guidance. Only a few of the teacher tutors in the survey were allocated time to carry out their duties and only a small number were on the senior management team of their school. In almost all instances, formal meetings with teacher tutors were more infrequent during EPD 1 and EPD 2 than the induction year. In the best practice, the teacher tutor had a regular programme of meetings, observed teaching, helped to develop the action plans and to quality assure the PDAs. A few schools have linked effectively the PDAs to Performance Review and Staff Development (PRSD) which ensures that they are finished to a good standard, linked well to whole-school development priorities and are assessed by the principal.

9. THE QUALITY OF LEARNING AND TEACHING

- 9.1 The quality of the beginning teachers' teaching observed during the survey was always satisfactory and most lessons showed significant strengths. The vast majority of the beginning teachers showed enthusiasm and commitment to improve their teaching and there was clear evidence of progression in the work of almost all of the beginning teachers across the two years of the survey. In the best practice, in just under a quarter of the lessons, the beginning teachers had very good relationships with the pupils, planned carefully, identified clear learning outcomes and demonstrated a range of practical teaching approaches and a sound awareness of safety and discipline.
- 9.2 In all of the subjects there is a need for the beginning teachers to place a greater emphasis on the development of the pupils' appraisal skills and to provide them with opportunities to evaluate

their own work and that of others using the specialist language of the subjects. In addition, there is a need to develop further open-ended questioning techniques that promote extended answers from the pupils, and to ensure that there is sufficient challenge and progression in the pupils' work.

10. CURRICULUM ADVISORY AND SUPPORT SERVICE SUPPORT

- 10.1 Most of the beginning teachers appreciated the courses offered by CASS, which were managed well and provided useful resources. The CASS officers involved in the induction and EPD process bring high levels of commitment and dedication to their work. The inter-board Teacher Education Group use feedback from beginning teachers to help identify their needs and, as a consequence, have included areas such as understanding autism and other aspects of special needs in their provision. In addition, the CASS officers continue to review their generic programme to support and give confidence to the beginning teachers. Adjustments have been made to the balance of support to enable CASS to make a greater contribution to the development of beginning teachers during EPD. For example, time has been allocated during EPD 1 to focus on teaching strategies and in EPD 2 on pupil learning. There are good examples of beginning teachers and teacher tutors attending CASS courses together. This practice promoted discussion and reflection about the beginning teacher's needs in relation to the school's priorities and ensured that the focus was on the needs of the beginning teacher, particularly during EPD. On some occasions, this good practice was usefully extended to include the HoD. The joint attendance of the HoDs and beginning teachers at CASS INSET has the potential to develop the HoDs' expertise and to highlight clearly their role and responsibility within the arrangements for supporting beginning teachers' professional development. The inter-board Teacher Education Group has also identified the needs of, and in some areas has already supported, beginning teachers who are teaching two subjects to examination level.
- 10.2 In recent years there has been a significant reduction in the number of CASS officers within each ELB who provide specialised support

for the subjects in the creative and expressive AoS. In spite of this reduction in personnel, the inter-board creative and expressive panel and the panels for art and design, music and physical education effectively provide a relevant and suitably challenging programme of specialist courses, and officers frequently work outside their own ELB area. The courses also provide excellent opportunities for the beginning teachers to network informally and to compare and to learn from each other's experiences. In planning specialist programmes, the panels often use well-qualified and experienced teachers and their pupils who provide practical expertise and an opportunity to reflect on learning, teaching and standards. For example, on a music course, time was spent on the reflective process and the adaptation of resources to suit the needs of a range of pupils.

- 10.3 There are no specialist courses in drama for beginning teachers on induction and EPD. One of the days for beginning teachers whose specialist subject is English focuses on drama and media within English. The beginning teachers reported that the content of this day was too general for their needs in the specialist area of drama. The CASS service arranges a one-day course for beginning teachers who are teaching GCSE drama for the first time but this is not provided on an annual basis. In this context, one school gave very positive feedback on the support provided for the beginning teachers by a CASS officer from outside their own ELB area.
- 10.4 A small number of the beginning teachers in the survey began working in single person departments in special schools; their needs are particularly specific. In 2004, a very useful two-year programme of support was planned to provide specialised support for beginning teachers in special schools. The support for beginning teachers in mainstream schools would benefit from the inclusion of aspects of the special schools' support programme. For example, the involvement of special school principals in the planning of the programme and in facilitating the identified needs of individual teachers, and also the focus on learning with the use of ICT in specialist areas. Further development of the programme for beginning teachers in special schools is required to support more fully subject specialist elements of their development. There is also a need to support those beginning teachers in mainstream schools

who have identified aspects of their specialist special educational needs provision as a focus for their professional development.

- 10.5 The specialist support for individual beginning teachers teaching the subjects within the creative and expressive AoS varies greatly. Some of the CASS officers are aware of the needs of individual beginning teachers and use creative approaches to support them, for example, by establishing a 'buddy' system which links beginning teachers with experienced teachers in other schools. However, this type of support is not provided consistently. While most beginning teachers find attending the moderation days provided by the various examination boards very useful, they report a need for more focused subject specific support with an emphasis on the development of strategies to meet their individual needs as teachers. Where individual beginning teachers had specific problems, which the school could not or did not address, there is insufficient flexibility in the system to support them. With the reduction of subject specialist CASS personnel in the creative and expressive area, a more flexible, integrated approach is required to support individual beginning teachers to ensure that they develop adequate skills and confidence in their specialist areas.

11. STRENGTHS AND AREAS FOR IMPROVEMENT

- 11.1 The strengths of the provision for early teacher education of teachers in the creative and expressive area of study include:
- the very good working relationships between the initial teacher education tutors and the student teachers, and the highly motivated students who worked well together and were offered a wide range of experiences;
 - the good working relationships between the beginning teachers, the teacher tutors and the HoDs in the majority of schools visited;
 - the opportunity afforded to all beginning teachers to attend induction courses organised by CASS and to observe experienced practitioners;

- the good support or advice received by beginning teachers from other teachers, such as heads of pastoral care, on aspects of teaching such as discipline and classroom management;
- the good quality of support provided by the teacher tutors in almost all of the schools visited;
- the good support offered to some beginning teachers working in single teacher departments in the form of visits to another school to avail of specialist support or through the CASS initiated 'buddy' system;
- the enthusiasm and commitment shown by the vast majority of the beginning teachers to improve their teaching, and the clear evidence of progression in the work of almost all of the beginning teachers over the two years of the survey;
- the high levels of commitment and dedication which the CASS officers involved in the induction and EPD process bring to their work; and
- the well-managed courses offered by CASS, the balance of which have been adjusted to make a greater contribution to the development of beginning teachers during EPD.

11.2 In order to improve further the provision for the initial education of beginning teachers in the creative and expressive area of study, the schools, HEIs, DEL and DE need to:

- address the problems relating to the structure of the PGCE programme, in particular, the time available at the universities for the student teachers in all of the creative and expressive subjects. Currently, the time available restricts greatly the opportunities available for the student teachers to develop fully their personal skills, knowledge and understanding of the different areas of their particular subjects, to develop appropriately the learning and teaching strategies necessary to teach effectively across the programme of study or area of learning for the subject and to explore approaches to managing subject departments;

- explore ways in which student teachers can become more personally competent in all aspects of the programmes required for schools either before, during or after the PGCE course;
- establish more systematic quality assurance of the student teachers' school placements. To support this aspect of the provision, a more flexible approach is necessary to place and move students to ensure that they experience best practice, are assessed teaching all aspects of the subjects and have their strengths and areas for improvement recorded in their Career Entry Profile; and
- take further cognisance of the extended role of beginning teachers across the creative and expressive subjects, in particular to take account of instances when beginning teachers may be required to teach outside their subject specialisms or undertake the role of HoD.

11.3 In order to improve further the quality of provision for the induction of beginning teachers in the creative and expressive area of study, schools and DE need to:

- ensure that beginning teachers have sufficient time, in addition to normal contact time, to focus on their professional development; almost all the beginning teachers visited teach additional subjects, some are allocated overly burdensome time-tables and a small number of the beginning teachers teach an excessive and inappropriate number of subjects; and
- ensure that teacher tutors are allocated sufficient time to carry out their duties.

11.4 In order to improve further the quality of provision for the induction of beginning teachers in the creative and expressive area of study, schools need to:

- involve all school principals in the observation of beginning teachers' work, and facilitate more formal lesson observations by teacher tutors, HoDs and other teachers;

- develop further the roles and responsibilities of the HoDs to ensure that the beginning teachers' needs are identified accurately and early, and the necessary support provided;
- ensure greater use of the Career Entry Profile to identify the areas for development that the beginning teachers will work on during their induction year;
- ensure that beginning teachers' action plans are reviewed in light of the observations of their teaching; and
- support further those beginning teachers working in single teacher departments to develop their specialist classroom practice.

11.5 In order to improve further the quality of provision for the EPD of beginning teachers in the creative and expressive area of study, schools need to:

- assist the beginning teachers to make stronger links between their professional development needs arising from the SDP and their own practice; and
- provide support which will extend the beginning teachers' learning and teaching strategies, to support the development of the pupils' ability to evaluate their own work and that of others, to develop further open-ended questioning techniques and to ensure that there is sufficient challenge and progression in the pupils' work.

11.6 In order to improve further the quality of provision for the early teacher education of beginning teachers in the creative and expressive area of study, the HEIs, CASS and schools need to:

- ensure that the Career Entry Profile, identifying the areas for development, forms the focus of the initial support during the induction stage of teacher education;
- provide a more consistent, flexible and integrated approach to support individual beginning teachers, in order to ensure that

they develop adequate skills and confidence in their specialist subjects;

- develop further the provision for subject specialist beginning teachers in special and mainstream schools who require support to teach more effectively pupils who require additional help with their learning;
- put in place appropriate arrangements to ensure that where beginning teachers are teaching more than one subject, particularly to examination level, they are provided with additional professional development opportunities;
- provide further support to beginning teachers who are required to teach outside their subject specialisms or undertake the role of HoD;
- ensure there is a robust quality assurance system of the beginning teachers' EPD PDA; and
- develop clearer procedures for dealing with periods of extended induction that follow when beginning teachers do not acquire the competence required to achieve successful induction.

12. CONCLUSION

12.1 This survey has identified significant strengths in the arrangements for the early teacher education of teachers in the creative and expressive area of study. In particular, it highlights the good working relationships across each of the three stages, the commitment and dedication of many of those supporting the beginning teachers, and the student and beginning teachers' enthusiasm and commitment to improving the quality of their teaching and their pupils' learning.

12.2 In order to improve the consistency and quality of the arrangements for early teacher education of beginning teachers in the creative and expressive area of study, the HEIs, CASS and schools need to work together to address the areas for improvement identified in this report. It is particularly important that they explore ways in which

student and beginning teachers can develop adequate personal skills and teaching competences to enable them to teach all aspects of the programmes of study in their specialist subjects.

APPENDICES

Appendix 1

EARLY TEACHER EDUCATION FOR TEACHERS OF ART AND DESIGN

1. Art and Design is a statutory subject within the Creative and Expressive Area of study and is one of the contributory strands within The Arts learning area in the revised Northern Ireland Curriculum.
2. In 2005, the PGCE for art and design at UU was over-subscribed, with approximately 90 applications for 13 places. The entry qualifications are normally a second-class honours degree, upper division or better and a good grade at GCE level in art and design.
3. Prior to undertaking degree level programmes, the student teachers usually complete a Foundation Diploma in art and design. This course provides a broad-based art and design programme through which students select the specialist art degree they wish to follow. Consequently, the majority of student teachers hold degree level qualifications in an art and design specialism, for example, visual communication, textiles, ceramics; with a small minority having more generally based degrees, such as combined studies. Although the student teachers have high levels of expertise within their degree area, the PoS for art and design requires at least basic competence in a range of techniques and processes not covered through the pre-degree or degree programmes. The lack of time and other constraints on the PGCE programme reduce the opportunities for the student teachers to develop fully the range of skills required to teach across the PoS.
4. The strengths of the provision for the early teacher education in art and design include:
 - the optimum use made by the initial teacher education course tutor of the existing university facilities for art and design;

- the useful resource materials provided by some English universities to support student teachers in the development of their technical skills throughout the induction and EPD process;
- the on-going professional development undertaken by some beginning teachers in personal time to develop their skills in a wider range of techniques and processes;
- the increased organisational skills of beginning teachers who had previous, relevant experience, for example as art technicians, enabling them to prioritise the development of other teaching competences with increased confidence;
- the distinct improvement in learning and teaching resulting from well-considered support from principals and teacher tutors;
- the excellent opportunities afforded to those beginning teachers working in multi teacher departments to work alongside, and learn from, experienced teachers in an informal and supportive manner; and
- the significant level of self-confidence gained by the beginning teachers over the two years of the survey, which led to improved working relationships with pupils and influenced their levels of motivation and communication.

5. To improve further the arrangements for the early teacher education of teachers of art and design there is a need for the HEIs, CASS and the schools to:

- provide sufficient accommodation and resources for practical sessions within the UU;
- place increased emphasis on the teaching of health and safety requirements which is currently constrained by the accommodation and resources available at the university;
- provide sufficient time to enable student teachers to develop a suitable skills base in art and design related specialisms prior to periods of teaching placement;

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- establish systems of support for beginning teachers working in single teacher departments during the induction period, enabling them to address their professional development as HoDs, their competence as classroom teachers and in developing their own personal skills in their subject; and
 - ensure that the beginning or EPD teachers responsible for departments, are not allocated overly burdensome timetables.

EARLY TEACHER EDUCATION FOR TEACHERS OF DRAMA

1. Drama is a key element within the statutory programme of study for English at all key stages; therefore all pupils are required to study aspects of drama as part of their experiences in English. Within the revised Northern Ireland Curriculum, drama will be offered as a separate strand within the Creative Arts area of learning.
2. English is the only subject where there is PGCE provision in both universities in Northern Ireland. Queen's University Belfast and UU offer PGCE courses in English; the course title of the PGCE in UU is English with Drama and Media Studies. Approximately 40 places are offered at QUB each year and approximately 20 at UU. Currently, there is no separate provision for drama at PGCE level although both universities cover aspects of drama within the PGCE provision. St Mary's University College and Stranmillis University College have phased out four-year B.Ed degrees in Dramatic Art with English. The last beginning teachers graduated from these courses in June 2006.
3. Both universities report that increasingly, graduates in drama are applying to, and being accepted onto, the PGCE in English courses. The pre-requisite for admission to both courses is that around 50% of the initial degree will have involved the study of English. While neither university claims to do more than provide some familiarity with drama to GCSE level, the majority of the student teachers of English have limited professional knowledge, experience and expertise in drama.
4. The PGCE courses offered by both universities are designed to equip young people with a basic set of skills and knowledge to teach drama within the English programme of study. Proportionally, both courses place appropriate emphasis on drama within English to achieve this aim. However, the course organisers recognise that increasingly beginning teachers are being asked to offer drama as a separate subject and try, within the time limitations, to expand the range of experiences beyond the English curriculum.

5. In the case of the QUB PGCE in English, a CASS officer provides one taught session to cover elements of drama. Over the last two years, QUB in conjunction with the CASS of the BELB has offered an optional six-week twilight course for those PGCE student teachers who are interested in exploring the teaching of drama in more detail. A range of practitioners including teachers, advisers and lecturers provide teaching on this course. Queen's University Belfast reports that around two thirds of the PGCE English student teachers have opted for the twilight course.
6. University of Ulster offers a PGCE in English with Drama and Media within which a small number of lectures are dedicated to drama and media. A short subsidiary course in drama and media is offered as an option to PGCE students on the English course only. The University of Ulster reports that around half of their PGCE English student teachers opt for this course annually.
7. The status of the two PGCE qualifications as preparation for teaching drama to GCSE level and beyond is insufficiently clear. Beginning teachers who graduate or have graduated from the above courses often offer to teach drama to GCSE and beyond. When recruiting new staff, schools will usually ask for evidence of experience in teaching drama, or of a keen interest in the subject. During the survey, all beginning teachers were suitably qualified in English, drama, performing arts or a combination of these subjects. Six teachers had undertaken a degree and a PGCE; two had completed B.Ed degrees in Dramatic Art with English.
8. In September 2006, three schools in Northern Ireland were designated specialist schools with Performing Arts as the area of specialism. In the absence of a dedicated PGCE and consistent and sustained CASS support for drama, it will be important, as the initiative develops, for the HEIs, CASS and the schools to explore ways in which the staff in these schools could provide mentoring and support to beginning teachers of drama.

9. The strengths of the provision for the early teacher education of teachers in drama include:
- the opportunities for graduates in drama to be recruited to the PGCE courses;
 - the willingness of the universities to try to expand the range of experiences beyond the English curriculum;
 - the good opportunities for beginning teachers to observe experienced practitioners in a range of teaching situations;
 - the confident and creative approaches taken by some beginning teachers to the PDA process during EPD;
 - the appropriate arrangements put in place by schools, with no established drama departments, to support beginning teachers in developing confidence and competence in teaching drama;
 - the clear evidence of improvement in the classroom practice of almost all beginning teachers across the two years of the survey; and
 - the enthusiasm, enjoyment, commitment and dedication displayed by the beginning teachers who have become involved in drama as part of schools' extra curricular provision.
10. To improve further the arrangements for the early teacher education of teachers of drama, there is a need for the HEIs, CASS and the schools to:
- clarify for schools the qualifications in drama required to teach the subject to GCSE level and above;
 - explore opportunities for ways in which student and beginning teachers who do not have the professional background in drama can acquire the appropriate skills and knowledge;
 - work with the CASS service, in the absence of specialist induction courses, to ensure that increased specialist support is

provided for beginning teachers of drama irrespective of the ELB area; and

- explore the role of the specialist schools in providing mentoring and INSET to beginning teachers of drama as part of the review of current PGCE arrangements.

EARLY TEACHER EDUCATION FOR TEACHERS OF MUSIC

1. Music is a statutory subject within the Creative and Expressive area of study and is one of the contributory strands within The Arts learning area in the revised Northern Ireland Curriculum.
2. In Northern Ireland, the PGCE course for music is greatly over-subscribed; numbers greatly exceed the 12 places allocated. Appropriately, it is expected that applicants have at least 50% of their under-graduate degree in music, a range of practical experiences from across the PoS and good practical music skills.
3. The focus of the PGCE course in music is the development of the skills and understanding needed to teach the subject. It is therefore essential that student teachers develop their competence across their musical skills and have a sound knowledge and understanding in the areas of music making within the curriculum, in particular the area of music technology and the use of information and communication technology to enhance and support learning and teaching. However, the limitation of time in the PGCE results in the further development of musical skills being the personal responsibility of the student teacher.
4. The strengths of the provision for the early teacher education of teachers in music include:
 - the high number of highly qualified and motivated student teachers applying for the PGCE course in music;
 - the positive school experiences gained by most of the student teachers;
 - the flexibility of the CASS officers to provide in-school support and a well balanced and appropriate programme;
 - the enthusiasm and commitment of the beginning teachers to improve their teaching; and

- the quality of the beginning teachers' teaching which, in just under half of the lessons observed, showed significant strengths.

5. To improve further the arrangements for the early teacher education of teachers of music, there is a need for the HEIs, CASS and the schools to:

- improve the accommodation for the practical elements of the music course at the university;
- support student teachers further in developing their personal competence in the areas of composition and music technology;
- ensure that the number of additional subjects being taught by beginning teachers is kept to a minimum; and
- ensure that the beginning teachers, particularly in single teacher departments, have sufficient opportunities to observe good practice in learning and teaching.

EARLY TEACHER EDUCATION FOR TEACHERS OF PHYSICAL EDUCATION

1. Physical education is a separate subject on the Northern Ireland Curriculum, within the revised Northern Ireland Curriculum it is a separate area of learning at key stage (KS) 3 and KS 4.
2. In Northern Ireland, the PGCE course for physical education is greatly over-subscribed; in the year 2005/2006, 97 students applied for 18 places. Appropriately, it is expected that applicants have a vocationally relevant under-graduate degree, a range of practical experiences from across the PoS, good practical skills and some school-based experiences. Almost all of the student teachers who attended the UUJ had spent an under-graduate year gaining experience working with children.
3. The graduate student teachers are highly skilled in some areas of their specialist subject and to a lesser extent in others. It is essential that they have a sound personal competence in the main activities in the physical education PoS, and have a clear understanding of the progression and standards of performance to be achieved by the pupils if they are to promote the pupils' learning effectively.
4. The strengths of the provision for the early teacher education in physical education include:
 - the large number of highly qualified and motivated students applying for the PGCE course in physical education;
 - the adjustments made to the PGCE course to try to support the development of student teachers' competence in the learning and teaching of dance and gymnastics;
 - the enthusiasm and commitment of the beginning teachers to improve their teaching; and
 - the quality of the teaching observed, just under half of the lessons observed showed significant strengths.

5. To improve further the arrangements for the initial teacher education of teachers of physical education, there is a need for the HEIs, CASS and the schools to:
- address identified weaknesses in the practical competences of student teachers before and during the early teacher education process, in order to strengthen their knowledge and understanding of the progression and standards to be reached by the pupils in all activities, in particular, athletics, dance and gymnastics;
 - support beginning teachers in mainstream and special schools to teach more effectively pupils who require additional help with their learning;
 - establish a more flexible integrated approach to the provision of support, to ensure that the identified needs of individual beginning teachers are met as they progress through the induction and early professional development process; and
 - ensure that beginning teachers are not allocated overly burdensome timetables, and that additional subjects are kept to a minimum.

SCHOOLS VISITED DURING THE SURVEY

Ashfield Girls' High School, Belfast
Ballyclare High School
Bangor Academy
Bangor Grammar School
Belfast Boys' Model School
Carrickfergus Grammar School
City of Belfast School of Music
Dominican College, Belfast
Donaghadee High School
Dromore High School
Erne Integrated College, Enniskillen
Glastry College, Ballyhalbert
Glengormley High School, Newtownabbey
Grosvenor High School, Belfast
Laurelhill Community College, Lisburn
Maghera High School
Magherafelt High School
Newry High School
Newtownhamilton High School
Orangefield High School, Belfast
Portadown College
Rathfriland High School
Rostulla Special School, Jordanstown
Royal Belfast Academical Institution
Saintfield High School
Slemish Integrated College, Ballymena
Sperrin Integrated College, Magherafelt
St Joseph's High School, Belfast
St Louis' Grammar School, Kilkeel
St Louise's Comprehensive College, Belfast
St Mary's Grammar School, Magherafelt
St Patrick's & St Brigid's College, Claudy
St Pius X College, Magherafelt
Ulidia Integrated College, Carrickfergus

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