



PARKHALL INTEGRATED COLLEGE BOARD OF GOVERNORS' ANNUAL REPORT

2025 / 2026

Our core values



Achievement

striving to be the best that we can be



Community

contributing positively to our college and local community



Kindness

being kind, helpful and polite in all we do



Respect

respecting ourselves, each other, and our environment



Responsibility

working hard, being committed, and taking responsibility for our own actions and development

Prepared for parents/guardians and the wider school community

Published October 2026

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1. Purpose

Under the Scheme of Management for Schools, the Board of Governors is required to provide an annual report for parents and guardians.

The format of this report is determined by the Department of Education. Further information regarding the ongoing activities and achievements of students is available through the school website, school prospectus, school social media channels, and school magazine. Additional details are available to parents and guardians on request to the Principal.

- Composition of the school board of governors and its function
- A summary of the school curriculum
- A summary of school/community links
- A financial statement
- External examinations
- Annual attendance rate
- Leavers' destinations
- Staffing and enrolment
- Careers guidance provided for students
- The school's sporting aims including a list of the sports available in the school
- School security
- Any changes in the information in the school prospectus since it was last published

2. Board of Governors 2025–26

The governors met regularly through various sub-committees and full Board meetings during the period from September 2025 to June 2026. Minutes were taken at all meetings and circulated to members.

Mrs Jean Black retired from the Board of Governors at the end of the academic year. The school places on record its sincere appreciation for her dedicated service and valued contribution to the life and governance of the college.

The Board of Governors ensured that the school fulfilled its curricular and pastoral care responsibilities and provided a range of extra-curricular activities for all students. The Board and its Finance Committee ensured that the school made the most effective use of the financial resources available to it. This included hiring a school minibus following a cost-benefit evaluation of the existing arrangements.

While the Board of Governors has overall responsibility for the management of the school, the Board delegates responsibility for the strategic leadership and operational management of the school, including the school's finances, to the Principal. The senior leadership team, which consists of the Principal, Vice-Principal and seven Assistant Principals, meets daily for operational meetings and weekly for strategic meetings. This team plays a leading role in strategic planning and in ensuring the highest level of efficiency and effectiveness in the school's operations.

Heads of department meet with the senior leadership team throughout the year to ensure coherence and consistency in their approach to curriculum delivery, as well as alignment with school and department priorities.

Heads of key stages, the Head of Sixth Form and heads of year oversee day-to-day pastoral issues and provide support and guidance to form teachers. Pastoral meetings allow pastoral leaders to meet together and with form tutors to ensure a consistent team approach.

Other staff who hold additional teaching allowances are managed within the existing school leadership system, with these allowances addressing significant additional aspects of school life.

Education Authority
Mrs Sonia McCallion (Chairperson)
Mrs Jean Black (Safeguarding Governor)
Mrs Lorraine Fisher
Mr Adrian Watson
In Lieu of Trustees
Mrs Claire Cairns (Chairperson of the Finance Committee)
Mr Mervyn T Alexander (Vice Chairperson)
Parent Governors
Mr Paul Kirkpatrick (Member of the Finance Committee)
Mrs Elaine McCormill
Mr Ian Lyle (Member of the Finance Committee)
Teacher Governor
Mr John Lynch
Secretary to the Board of Governors
Mr Neil Owen (Principal)

3. Vision and Values of Parkhall Integrated College

Parkhall Integrated College is a co-educational, all-ability, controlled integrated college located in Antrim. The college was established in 1971. Previously, the college operated across two campuses, but in January 2018, all students moved into a new building on the Steeple Road site. The extensive teaching provision is supplemented by the inclusion of a youth and community wing, operated by the Parkhall Youth Club. An extension to our site was completed in the summer of 2024. The college offered post-16 provision for the first time in September 2017. It participates in a shared education programme with a local controlled post-primary school and a maintained post-primary school. The college also collaborates extensively with other schools through the Antrim Area Learning Community and the Moving Forward Together forum.

Our vision is to provide an inclusive, caring learning environment where we all feel valued and respected and are empowered to reach our full potential. The college's values are Achievement, Community, Kindness, Respect and Responsibility.

The college is committed to providing high-quality education for all students and is proud of its long-standing reputation for securing academic achievement and offering a wide range of extra-curricular opportunities, regardless of students' backgrounds or personal circumstances. Students with additional needs are supported to participate fully in all aspects of college life. Sixth-form provision enables students to complete their education from year 8 through to year 14 and to progress to higher education, further education, apprenticeships or employment. The college continues to support the ethos of integrated education, where children are educated together without segregation or division. We welcome children from Catholic and Protestant traditions, as well as children of other faiths and none.

4. Summary of the school curriculum

At Parkhall Integrated College, we aim to promote academic excellence through a challenging and ambitious curriculum.

We use 'The Big Picture' as the basis for our curriculum mapping, ensuring that key skills and knowledge are embedded in year 8 and revisited in each subsequent year group. Our curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The key objectives are to develop each young person as an individual, a contributor to society, and a contributor to the economy and environment.

From year 8 onwards, students are grouped in mixed-ability form classes and streamed according to their academic and pastoral needs in the following subject blocks:

- English / Humanities / Modern Foreign Languages / Drama
- Maths / ICT / Business (year 10 only)
- Science
- Art / Music / Technology and Design / Home Economics
- Physical Education

The curriculum provision is reviewed annually.

Students with special educational needs receive support from specialist staff who provide appropriate teaching and learning to develop every student's potential. We also operate SPiMs classes in key stages 3 and 4; these students have full access to the curriculum and receive tailored support relevant to their individual needs.

Key stage 3 curriculum

All students in key stage 3 study a wide range of subjects as part of the Northern Ireland Curriculum. These include:

- Art and Design
- Business Studies (year 10 only)
- Drama
- English
- French
- Geography
- History
- Home Economics
- ICT
- Learning for Life and Work / Careers
- Mathematics
- Music
- Physical Education
- Religious Education
- Science
- Spanish
- Technology & Design

Learning for Life and Work and Careers are delivered to all students as part of the Preventative Curriculum and Careers Curriculum. These areas reflect and contribute to the whole-school ethos and are central to the curriculum, in line with the school's pastoral care provision. Learning for Life and Work and Careers encourage students to become confident, independent and participative citizens who can make informed and responsible decisions throughout their lives. Students also develop skills that can be applied and transferred across a range of contexts.

Learning for Life and Work prepares our students through the following key elements:

- Personal understanding
- Cultural understanding
- Mutual understanding
- Media awareness
- Personal health
- Ethical awareness
- Moral character
- Employability
- Spiritual awareness
- Economic awareness
- Citizenship
- Education for sustainable development

Key stage 4 curriculum

At key stage 4, students follow the statutory curriculum requirements. Students study GCSE English, GCSE Mathematics, Science (Double Award, Single Award or OCN), Learning for Life and Work, PE and RE. Our options programme is broad and balanced; students in key stage 4 make subject choices appropriate to their needs, abilities and interests. These important decisions are made after consultation with Careers teachers, subject teachers and parents/guardians. Students are able to make informed decisions through Options Evenings, Carousel Days, guidance booklets, parent-teacher meetings and regular lessons. We also use a pathway approach to our options choices, ensuring that students follow an appropriate route tailored to their specific academic requirements.

Our curriculum is regularly reviewed to meet changing needs and statutory demands. The range of options offered to the students includes general and applied subjects, offering students the chance to follow both academic and vocational pathways.

In meeting the Entitlement Framework, subjects which are presently offered at GCSE level or equivalent are:

- Art and Design
- Business and Communication Systems
- Construction
- Drama
- English
- English Literature
- French
- Geography
- History
- Home Economics
- ICT
- Mathematics
- Further Mathematics
- Media Studies
- Occupational Studies
- Preparation for Adult Life
- Public Services
- Religious Education
- Double Award Science / Single Award Science / OCN Science

- Spanish
- Sport
- Travel and Tourism

Key stage 5 curriculum

Students in key stage 5 follow a two-year advanced course equivalent to three A levels. During this time, students are encouraged to develop personally, socially and academically. Courses are supplemented by dedicated Careers time, which supports students in completing UCAS applications, as well as applications for further education and higher-level apprenticeships. Students undertake private study when not in class, with private study supervised for students in Years 13 and 14.

Subjects currently offered at A level or equivalent are:

- Art and Design
- Business Studies
- Chemistry
- Drama
- Economics
- English Literature
- Geography
- Government and Politics
- Health and Social Care
- History
- ICT
- Life and Health Sciences
- Mathematics
- Religious Studies
- Sport
- Spanish
- Travel and Tourism

The sixth-form curriculum is enhanced through an enrichment programme. We are committed to enriching the lives of our students by providing opportunities that boost their cultural capital. All sixth-form students take part in an enrichment carousel which includes:

- Driving theory
- Study skills
- ICT Cyber Security Qualification
- Cookery
- Basic Languages / Cultures
- Take 5 Mental / Physical Health

The *Enrichment Plus* programme includes Young Enterprise, Duke of Edinburgh, Extended Project Qualification, National Qualification through Sport and Book Buddies.

Extra-curricular programme

The Board of Governors recognises the importance of enrichment in supporting students' personal, social and academic development. The college provides a broad extra-curricular programme that contributes to students' wider cultural capital and complements the taught curriculum. Students are also encouraged to develop leadership and responsibility through election to the Student Council and through appointments as Junior Prefects in year 10 and Senior Prefects in year 14. During the academic year, learning was further enhanced through a range of educational visits, field trips and community-based activities, including a History department visit to Dublin, a Politics visit to London, a sixth form visit to New York, a Modern Languages visit to Barcelona and the annual ski trip. The Board of Governors extends its sincere appreciation to all staff whose commitment, time and enthusiasm make this broad and enriching extra-curricular programme possible.

5. Summary of links with the community

Parkhall Youth Club runs many activities for its members, including outdoor pursuits, senior member training, social weekends, residential trips, visits to other clubs and opportunities to engage in a range of projects highlighting issues important to young people today. A summer scheme currently runs for members and non-members during July. Northern Regional College adult education provision continues to be hosted in the evenings, offering GCSE English and GCSE Maths, English for Speakers of Other Languages, and Essential Skills in literacy and numeracy.

In the evenings, the school site is used extensively by community groups and external agencies, including Antrim Camera Club, Antrim Choral Society, Antrim Hockey Club, Antrim Jets Basketball Club, Antrim Soccer Academy, Dougan Dance Academy, local sporting clubs, the Northern Ireland Group of Flower Arranging Societies, Randalstown Hockey Club, The Girls' Brigade, Voice Work Dance and, periodically throughout the year, two local churches, among others.

Through participation in the Extended Schools programme and through the voluntary efforts of staff, students are able to participate in a range of clubs and activities, including Breakfast Club, Drama Club, Eco Club, numeracy and literacy booster sessions, Language Club, Lunch Club, the Community Christmas Party, online safety activities, Skateboarding Club, year 10 Tenner Club and year 8 numeracy intervention.

Parkhall Integrated College forms part of the Antrim Learning Community, which facilitates opportunities for staff professional learning and for staff and/or students to work collaboratively. This allows us to forge closer links with Antrim Grammar School, Crumlin Integrated School, St Benedict's College, Rathmore Guidance Centre and Riverside Special School.

Parkhall Integrated College also enjoys excellent working relationships with our Shared Education partners at Antrim Grammar School and St Benedict's College. This collaboration helps provide a wide range of joint curricular, community and sport-based activities and experiences that continue to develop respect for others, as well as tolerance and mutual understanding among students. In addition, the college plays an important role in the Antrim and Randalstown Schools: Moving Forward Together Project, in conjunction with a range of nursery schools, primary schools and post-primary schools in the borough.

Charitable activity remained an important feature of school life throughout the academic year. The college supported a range of causes, including the Macmillan Coffee Morning, the Poppy Appeal, Children's Heartbeat Trust and Crosskennan Lane Animal Sanctuary. Year 13 and year 14 students were also involved in the Saphara project. The annual Christmas hamper collection and Christmas selection box appeal supported local care homes, hospitals, Riverside Primary School and Spring Meadows Children's Home, among others. The Community Christmas Party continued to provide a valued opportunity for senior students to support local nursery and primary schools and residential care homes, reflecting the college's commitment to kindness, service and community engagement.

The college continues to develop effective partnerships with external agencies, subject communities and local organisations in order to enhance provision for students and contribute positively to the wider community. In the

summer term, Parkhall Integrated College was accredited with the Take 5 Steps to Wellbeing Platinum school award, recognising the school's ongoing work to promote positive mental health and wellbeing across the school community.

6. Financial summary 2025–26

The Board of Governors presents the following report on the school budget based on the LMS Budget and Expenditure Report from the Education Authority.

Fund allocation for the year	£5,143,082
Personnel costs	£5,723,199
Premises costs	£155,848
Operation costs	£321,941
Non-capital purchases	£100,112
Reallocation totals	£296,400
Capital expenditure	£0.00

The Board of Governors presents the following report on the school fund. The School Fund supports additional resources, activities and opportunities that enhance students' educational experience, and the Board of Governors extends its sincere gratitude to all parents/guardians who support the school in this way.

31 st August 2025	£27,037
31 st August 2026	£37,472

7. External examinations: Summer 2026

The school maintains a systematic approach to monitoring student progress across all subject areas. Standardised assessments are used to evaluate progress in literacy and numeracy, supporting staff in identifying attainment trends, recognising individual strengths and addressing areas requiring further development. At key stages 4 and 5, student progress is measured against CAT4 predictions, enabling the school to monitor outcomes from each student's individual starting point and to support all learners, regardless of background or circumstance, to meet or exceed their predicted grades.

GCSE or Equivalent	
Subjects	% A*-C
Art & Design	42.9
BACS	90
Construction	90.5
Drama	68.4

GCSE or Equivalent	
English Language	79.5
English Literature	72.2
French	87.5
Further Mathematics	100
Geography	90.9
HE Child Development	43.8
Health & Social Care	48.3
History	76.5
Home Economics	38.9
Mathematics	76.2
Media	62.5
Motor Vehicle Studies	25
Moving Image Arts	66.7
Music	87.5
Polish	100
Religious Studies	77.8
Science	67.1
Science Double Award	98.9
Spanish	96.2
Statistics	93.3
OS Business & Services	100
OS Construction	100
OS Design and Creativity	90.2
OS Engineering and Engineering Services	100
OS Environment and Society	100
OS Technology and Innovation	100

GCSE or Equivalent	
OS Web & Digital Imaging	100
BTEC ICT	76.7
BTEC Sport	100
BTEC Travel and Tourism	93.5
Level 2 PAL	100
Level 2 Performance Skills	100
OCN in Applied Science, Spanish, Creative Arts, Business, Vocational and Employability	100
Performance Tables Summary Report 2026	%
Achieving 7+ A*-C including English & Mathematics	55.6
Achieving 5+ A*-C including English & Mathematics	68.2
Achieving 5+ A*-C	82.78
Achieving 5+ A*-E	98.0
Achieving 5+ A*-G	98.7
Achieving 1+ A*-G	100
GCE A Level or equivalent	
Subjects	% A* - C
Art	90
Biology	50
Business	87.5
Drama	14.3
English Literature	78.6
Geography	63.6
Health and Social Care Single Award	92.3
Health and Social Care Double Award	87.5
History	53.8
ICT	100

GCSE or Equivalent	
Mathematics	75.0
Media	100
Government & Politics	37.5
Life and Health Science Single Award	62.5
Public Services	100
Sport Single Award	75
Sport Double Award	100
Travel and Tourism Single Award	100
Performance Tables Summary Report 2026	%
Achieving 2+ A*-C	83.6
Achieving 3+ A*-C	57.5
Achieving 3+ A*-E	91.8
Achieving 2+ A*-E	100

8. Annual attendance rate

The annual attendance rate for students for the 2025/26 academic year was 88%. The school leadership team continues to monitor attendance closely and remains committed to maintaining and improving attendance. Full attendance is expected of all students. Absences are permitted only in cases involving medical or other exceptional circumstances. Parents and guardians are asked not to arrange family holidays during term time. Their support in promoting attendance and punctuality is appreciated.

9. Leavers' destinations

Year 12

- 64 students progressed to sixth-form study.
- 58 students progressed to further education courses.
- 15 students progressed to apprenticeships.
- 15 students entered employment.
- 16 students progressed to other destinations.

Year 14

- 4 students progressed to further education.
- 17 students entered employment.
- 5 students progressed to apprenticeships or traineeships.
- 44 students progressed to university.

- 4 students progressed to other destinations.

10. Staffing and Enrolment

- 68 full-time teaching staff (including temporary staff)
- 18 part-time teaching staff (including temporary staff)
- Admission number: 190, including temporary variation
- Enrolment number: 150
- Current enrolment: 1038
- SEN (Stage 3) students: 103
- SEN (Stages 1–2) students: 64
- FSME: 30.8%

11. Careers

The Board of Governors recognises the importance of high-quality careers education, information, advice and guidance in supporting students to make informed decisions about their future pathways. The school seeks to raise students' awareness of the range of education, training and employment opportunities available to them and to ensure that they are appropriately supported at key transition points.

Careers education forms an integral part of the curriculum, with all students receiving timetabled careers provision. OCN Level 2 Employability is available as an option at key stage 4, with progression opportunities into key stage 5. The work of the Careers department is further supported through educational visits, guest speakers and engagement with employers, training providers, further education colleges and universities.

Students are supported to develop self-awareness and to identify the skills, qualities and attributes required for successful progression in an evolving and competitive world of work. Sixth-form students participate in enrichment activities designed to develop employability skills, including leadership, communication, resilience and independent learning. These opportunities support students in preparing for a range of appropriate pathways beyond school.

A careers adviser from the Department for the Economy Careers Service NI is linked with the school and provides impartial advice and guidance to students at key transition points. This support is particularly important for senior students as they consider employment, further education, higher education, apprenticeships and other progression routes. Links with Queen's University Belfast, Ulster University, Northern Regional College, Belfast Met and industry partners help ensure that students receive appropriate guidance in relation to future study and career choices. Work experience was provided for all year 13 students in June.

The Careers department remains committed to supporting all students in making informed and realistic decisions appropriate to their interests, abilities and aspirations. During the year, the department was successfully awarded the Investors in Careers quality standard, recognising the strength and breadth of careers education, information, advice and guidance provided across the school.

12. Sporting opportunities provided for students

The Physical Education curriculum and wider sporting programme support the development of lifelong participation in physical activity, teamwork, resilience and personal wellbeing. The school seeks to provide appropriate challenges and opportunities for all students, enabling them to develop physical skills, confidence, respect for others and positive attitudes to healthy and active lifestyles.

Parkhall Integrated College enjoyed another strong year of sporting participation and achievement. Boys' football continued to attract high levels of involvement across year groups, while girls' hockey teams competed from year 8 through to year 14, alongside strong participation in girls' football and netball. Sixth Form students also achieved recognised qualifications in coaching disabled footballers and football refereeing. There were a number of notable individual achievements. One student was selected to represent Ireland at the ICC U19 Cricket World Cup, while another was selected to represent Northern Ireland at the JDC Academy Nations Cup in darts. Three students represented Northern Ireland in football—two at U16 level and one at U17 level. A Sixth Form student secured a place on the Ulster University Talented Athlete Programme for rugby, while another student represented Northern Ireland in gymnastics at an international competition in Portugal. Further success included a student taking first place in the one-metre Danescroft Schools' showjumping competition and another achieving a new personal milestone in ice skating at the BIS Opens in Sheffield. One student was named Ulster Hockey Young Umpire of the Year, umpired a first senior match and was selected to officiate at the U16 Interprovincial Tournament in Dublin. These achievements, alongside the high levels of participation in school sport, reflect the talent, commitment and enthusiasm of our students.

The college continues to broaden sporting participation through established and emerging activities. Netball, basketball and boys' hockey have continued to develop, helping to increase opportunities for students with differing interests and abilities to take part in regular physical activity and school sport.

Students have access to a wide range of sporting facilities on the school campus, including:

- one 2G hockey pitch
- two grass football pitches
- one grass rugby pitch
- one grass cricket pitch with synthetic wicket
- four tennis courts
- two lanes of indoor practice cricket nets
- two lanes of outdoor practice cricket nets
- one sports hall and one assembly hall
- one fitness suite
- one grass discus bay
- one long/triple jump and run-up lane

The school also makes use of local sporting facilities, including Antrim Forum for swimming, gym, badminton, five-a-side football and spin; Muckamore Cricket Club for cricket and padel; and H2O for swimming. Sports Day is held annually at the Antrim Stadium.

The following is a list of sports and leisure activities available to students:

- Aerobics/dance
- Athletics
- Badminton
- Baseball/softball
- Basketball
- Cricket
- Cross-country
- Fitness training
- GAA
- Gymnastics
- Handball

- Health-related fitness
- Hockey
- Minor games
- Netball
- Padel
- Pickleball
- Rugby/tag
- Soccer
- Swimming
- Table tennis
- Tennis
- Ultimate frisbee
- Unihoc
- Volleyball

13. School security

It is vital that everyone feels safe and secure on our school premises. A number of measures are taken to ensure the security of students, staff and premises, and these are reviewed periodically by the Board of Governors. These include:

- Entry to the school car park is via electronically controlled barriers.
- External doors throughout the school are controlled by magnetic locks.
- CCTV operates around the outside of the school building and within internal circulation areas.
- External doors are either locked or supervised during the school day.
- A modern fire detection and alarm system is in place.
- A monitored intruder alarm system is in place.
- The building is secured by the building supervisor at the end of the day.
- Staff are on supervisory duty at break and lunchtime.
- All visitors, parents/guardians and maintenance personnel must report to reception on arrival, sign in and wear a visitor lanyard.
- Staff wear identity lanyards at all times.
- Students are registered during every lesson throughout the day.
- The school maintains strong links with the PSNI Community Liaison Team.
- The school consults with the Department of Education and the Education Authority as appropriate.
- The school holds practice emergency evacuations and regularly reviews safety procedures.
- Appropriate school policies, procedures and guidelines are in place.

A safeguarding team is in place at Parkhall Integrated College. The Board of Governors has a designated governor with responsibility for safeguarding, and the school has a designated teacher and deputy designated teachers who oversee safeguarding arrangements and provide support as required. Assemblies were held to inform all students about

safeguarding and the procedures for reporting concerns and accessing support, both inside and outside school. Safeguarding messages were also actively promoted through the Learning for Life and Work curriculum and by external agencies. Counselling support is offered by a counsellor on a weekly basis, with access available through a referral system.

14. Changes in the School Prospectus

A new school prospectus is available on the school website and from the general office.

15. School policies

A number of school policies can be accessed on the school website. All school policies are also available on request from the school office.

Parkhall Integrated College

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