



*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**



Education and Training Inspectorate

Report of a Follow-up Inspection

**Crumlin Integrated College
Co Antrim**

November 2011

FOLLOW-UP TO THE STANDARD INSPECTION OF CRUMLIN INTEGRATED COLLEGE, CO ANTRIM, BT29 4LA (325-0149)

The Education and Training Inspectorate (ETI) carried out a standard inspection of Crumlin Integrated College in the week of 11 January 2010 when the quality of provision was evaluated as unsatisfactory; as a result the school entered the formal intervention process on 1 February 2010. The Department of Education (DE) indicated at that time that a follow-up inspection (FUI) would take place and that, in the interim, a follow-up visit would evaluate the progress being made in bringing about the necessary improvements.

The original inspection in January 2010 highlighted strengths in:

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

The inspection identified the need for improvement in the following key areas:

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

The quality of education provided in mathematics was evaluated as inadequate, in geography it was satisfactory and in English it was good.

An initial visit, carried out by ETI on 25 June 2010, indicated that the school had produced an appropriate action plan in response to the inspection findings, through a collaborative process between teachers and leaders. ETI carried out an interim follow-up visit on 19 November 2010.

In the interval since the original inspection, the school has received extensive support from the Curriculum Advisory and Support Service of the North Eastern Education and Library Board, the Northern Ireland Council for Integrated Education and the Regional Training Unit over a very wide range of development needs including leadership, school planning, an integrated ethos and capacity building. The support included the provision of a full-time Acting Principal, on secondment from another school from February 2010 to October 2010. The school and the Board of Governors report that the quality of support received from the North-Eastern Education and Library Board is very good.

The following important changes, which affect the work of the school, have taken place since the inspection:

- the intake, having declined over several preceding years, recovered in 2011 almost to the 2009 level - the enrolment now stands at 226;
- a new chairman of the Board of Governors and an additional governor were appointed by DE;

- following a period of joint leadership from October 2010 to February 2011 (when three senior teachers shared the leadership duties), the vice-principal assumed the position of Acting Principal and the head of English that of the position of Acting Vice-principal;
- three teachers were appointed from September 2011 to the senior leadership team with responsibilities for special education needs, the school information management system (SIMS), assessment and reporting, careers education and the implementation of the Entitlement Framework;
- co-ordinators for literacy, numeracy, Learning for Life and Work and a part-time librarian were appointed;
- while the school remains a member of the Antrim Area Learning Community, some pupils now attend vocational courses offered through the Newtownabbey Area Learning Community; and
- the learning environment has been enhanced through, for example, the revival of the school library.

The action plan originally produced by the organisation in response to the January 2010 inspection findings will require further adjustment, following the findings of this follow-up inspection, to ensure that its implementation focuses more sharply on the main priorities of improving teaching and learning, monitoring and evaluating for improvement and raising standards attained by the pupils, including those in public examinations.

Despite the ongoing temporary and uncertain nature of the circumstances of leadership and management, the following are the most important improvements since the original inspection:

- the development and embedding of the ethos of integration;
- the more effective leadership of the school which has resulted in improved communications, engendered mutual respect amongst staff, and for the pupils and the parents, and has created significantly improved working relationships;
- the positive response of the staff to the many difficult challenges and their hard work to bring about improvement;
- the provision for pastoral care, which is now satisfactory, and is centred on the implementation of a positive, pupil-centred approach which involves the pupils in decisions made about the school and is leading to better learning experiences in most of the classrooms;
- the work undertaken by senior and middle managers to begin to address the serious shortcomings identified in the original report in, for example, the management of SEN, literacy, numeracy, the analysis and use of data for improvement, and in careers education; and
- the quality of the teaching observed during the FUI, with two-thirds of the lessons being good or better.

The quality of the provision in mathematics has improved and is now satisfactory.

The overall standards achieved in public examinations, while in line with the school's internal evaluations, have fallen over the past three years, for 5 or more GCSE grades at A*-C (from 56% to 39%) and for 5 or more GCSE grades including English and mathematics (from 25% to 22%) and remain below average for similar non-selective schools.

Overall, the quality of education provided by Crumlin Integrated College has improved by one level of performance from unsatisfactory to inadequate. While the school has made progress in important aspects of its work, the areas for improvement outweigh the strengths in the provision and remain to be addressed urgently if the school is to meet effectively the needs of all of the pupils.

The main areas for improvement are:

- to enhance further the quality of the teaching and learning and make more systematic, rigorous and regular, the arrangements for monitoring, evaluation, feedback and intervention in order to build on the improvement now taking place;
- for the Acting Principal and the Acting Vice-principal to develop and sustain the strategic direction for the school, to guide future improvements for staff at all levels, and particularly at middle management level; and
- to raise the standard in public examinations.

While the school resources have been aligned as far as possible within the annual budget, it remains important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the pupils and the staff.

The Education and Training Inspectorate will carry out a further follow-up inspection within 12 months and a report will be published.

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