



*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**

**North Coast Integrated College  
Coleraine**

**December 2014**

## **FOLLOW-UP TO THE STANDARD INSPECTION OF NORTH COAST INTEGRATED COLLEGE, COLERAINE, CO LONDONDERRY, BT52 2NU (326-0290)**

The standard inspection of North Coast Integrated College, carried out in November 2012, evaluated the quality of education provided as satisfactory and highlighted a range of strengths in aspects of pastoral care and careers education, good pupil outcomes in a range of applied and vocational courses, and good provision in some subjects including home economics and health and social care.

Three areas for improvement included the need: for greater consistency in the quality of learning and teaching; to improve the outcomes achieved by the pupils in GCSE English and mathematics; and to ensure that the governors, working with and through the principal, provide the necessary vision, direction and leadership to effect improvement and raise standards.

The ETI carried out two interim follow-up visits and the follow-up inspection took place on Tuesday 9 December 2014. In the interval since the inspection, the principal and chair of the board of governors reported that the school has received effective support from the Curriculum Advisory and Support Service of the North Eastern Education and Library Board, which has impacted positively on the work of the staff.

The following improvements have been effected through a clearly defined improvement agenda, led well by the new principal, the vice-principal, the respective heads of English and mathematics and a wider range of middle managers.

- Significant changes to leadership and governance, including the appointment of a new principal, new heads of English and mathematics and new governors, including a newly-appointed chairperson have helped to re-focus the school on raising standards.
- The governors are receiving the information they need to help support them in their challenge function and are now well informed about the standards.
- Communication has improved across the school; the new principal and the capable vice-principal are setting an appropriate tone for improving the quality of self-evaluation leading to improvement and creating greater consistency in classroom practice by teachers.
- The middle managers are equipped well to monitor provision and create action plans to drive improvement effectively.
- The teachers have higher expectations of what the pupils can achieve; through more consistent, improved learning strategies they have raised the levels of confidence, engagement and behaviour amongst the pupils.
- Both leadership and teachers are using quantitative data more effectively to track pupil progress individually, to identify learning issues quickly and to intervene appropriately.
- Of 14 lessons observed during the follow-up inspection, the quality of the learning and teaching was good or better in almost all; the quality of the written feedback given to the pupils has improved, but some variation remains.

- The percentage of pupils achieving 3 or more grades A\* to C at GCE A level have improved from 29% to 37% and been sustained over three years from well below, to just below, average for all non-selective schools.
- Provision in mathematics and in English are now both good, with an upward trend in pupil outcomes, due in no small measure to the effective leadership provided by the respective heads of department. GCSE English outcomes at grades A\* to C have improved to 42%.
- There is also a notable improvement in standards in mathematics at GCSE level (which is taken by all pupils in year 12) where outcomes at grades A\* to C have improved from 22% in 2011 to 47% in 2014.
- Good outcomes are being sustained in a range of applied and vocational courses, which meet well the academic needs and aspirations of the pupils. In 2014, 74% of pupils achieved 5 or more GCSEs (and equivalents) at grades A\* to C which is well above average for similar schools.
- At the time of the original inspection in 2012, the percentage of year 12 pupils obtaining grades A\* to C in GCSE (and equivalents) in at least 5 subjects, including GCSE English and GCSE mathematics was 18.8%; well below average. At the time of the follow-up inspection in 2014, standards had increased to 29.3%, which is within two percentage of the average for similar schools.
- The uptake of single-award science, media education and art and design have risen as has performance at grades A\* to C at GCSE level to above average.

The school's action plan in response to the inspection has taken appropriate account of the areas for improvement. The school development plan does not meet the Education (School Development Plans) Regulations (Northern Ireland) 2010, however this is a priority which the newly-appointed principal is addressing.

As the school continues to implement further its improvement agenda, it will be important for the principal to address the remaining issues identified in this report and to continue to sustain and raise standards further.

## **Conclusion**

In the areas inspected, the quality of education provided by this school is now good.

The school has important strengths in most of its educational and pastoral provision. The inspection has endorsed the school's continuing work on raising standards, which remains an area for further improvement which the school has demonstrated the capacity to address.

The Education and Training Inspectorate will monitor, through district and specialist inspection activity, the school's progress in addressing the area for improvement.

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