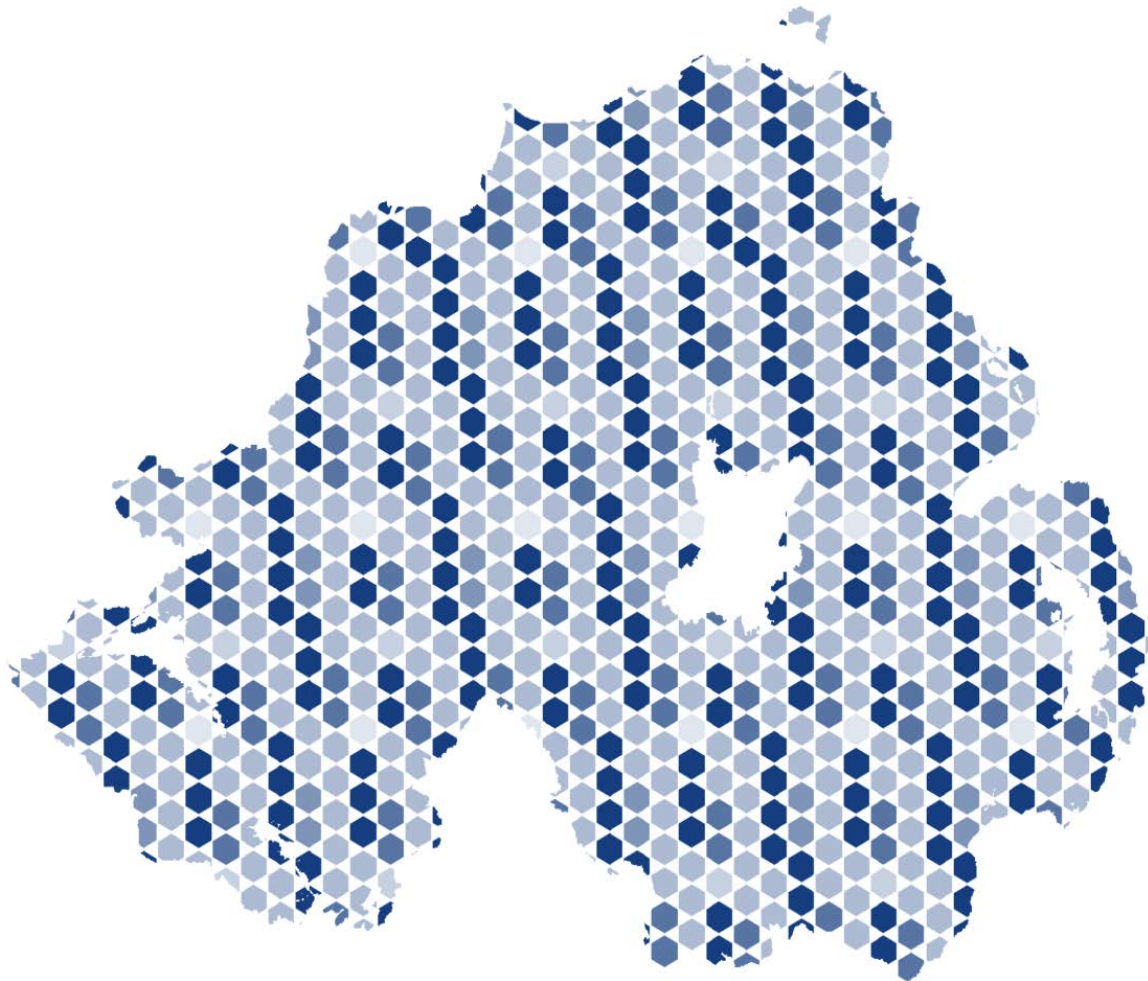


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

North Coast Integrated College,
Coleraine, County Londonderry

11-18, co-educational, grant maintained integrated school

Report of a Sustaining Improvement
Inspection (Involving Action Short of
Strike) in April 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Sustaining Improvement Inspection of North Coast Integrated College, Coleraine (326-0290)

Introduction

The previous inspection in December 2014 evaluated the overall effectiveness of North Coast Integrated College as good¹. In the interim, the senior leadership team has remained constant and the vice-principal has been in the capacity of acting principal for most of this academic year. In addition, there were interruptions to the staffing in the mathematics department in 2016 before a permanent teacher was appointed. A sustaining improvement inspection (SII) was conducted on 9 and 10 April 2018.

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that almost all of the teachers would not be co-operating with the inspectors. The ETI has a statutory duty to monitor, inspect and report on the quality of education under Article 102 of the Education and Libraries (Northern Ireland) Order 1986. Therefore, the inspection proceeded and the following evaluations are based on the evidence as made available at the time of the inspection.

Focus of the inspection

The purpose of the SII was to evaluate the extent to which the school is capable of demonstrating its capacity to effect improvement through self-evaluation and effective school development planning. The school also provided evidence of provision for safeguarding as part of the inspection.

The lines of inquiry during the SII were to:

- evaluate the outcomes for learners; and
- assess the impact of strategic leadership through effective school development planning.

Owing to the action short of strike, the ETI was unable to evaluate fully the outworking and impact of the identified actions associated with the lines of inquiry.

Key findings

- The pupils attain well at five or more GCSEs, or equivalent, at grades A* to C, but there is notable variation in outcomes at five or more GCSEs, or equivalent, at grades A* to C including English and mathematics. The 2017 outcomes, however, showed improvement. The school has identified appropriately the need to improve the disappointing outcomes for pupils who are entitled to free school meals at key stage 4 and the outcomes for boys in particular.

¹ From September 2015, the overall effectiveness of a school previously evaluated as good is reported as 'the school is demonstrating the capacity to identify and bring about improvement.'

- At post-16, the proportion of pupils attaining three or more GCE A levels, or equivalent, at grades A* to C has doubled over the last three years and is well above the NI average for similar schools. The school makes careful and appropriate use of a wide complement of internal data to track the progress of its pupils, identify target groups and to inform provision better. The leadership can demonstrate the added-value and good year-on-year progress that most of its pupils are making.
- There is a good quality school development plan, which uses suitable consultation processes, associated data and evaluative comment to acknowledge strengths and identify appropriate areas for improvement. The small number of senior leaders who engaged in discussions with inspectors had good strategic oversight and of their areas of responsibility.
- In discussions with the inspectors, the pupils spoke with pride about the integrated ethos of the school; they commented positively about the caring and friendly relationships they have with one another and affirmed their teachers as helpful and approachable.

Safeguarding

- During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance issued by the Department of Education. In discussions with the inspectors, the pupils reported that they feel safe and are aware of what to do if they have any concerns about their safety or welfare. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

Conclusion

Owing to the impact of action short of strike being taken by the staff, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality education provided for the pupils. This will be reflected in future inspection activity.

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