

EDUCATION AND TRAINING  
INSPECTORATE

## POST-PRIMARY INSPECTION

Campbell College, Belfast

DE Ref No 142-0020

Report of a Follow-up Inspection in June 2024



Providing Inspection services for:  
Department of Education  
Department for the Economy  
and other commissioning Departments



# Follow-up to the inspection of Campbell College, Belfast, BT4 2ND (142-0020)

## Introduction

Campbell College is an 11-18 all boys' voluntary grammar school; most of the 1004 pupils come from East Belfast, North Down and Ards. The school also has boarding provision for 142 pupils, 63 percent of whom are from 40 different international countries. The school's mission is to foster independent thought, leadership and respect in order to prepare the pupils to play their part in an ever-changing global society.

The follow-up inspection was carried out in June 2024 and provided the school with the opportunity to demonstrate its progress in addressing the areas for action from the time of the last inspection in October 2022. In the interim, eight senior and middle leaders, of which five are temporary, have been appointed. Phase one of an extensive building project, which includes a new learning support hub and fitness suite, has been completed.

## Views of pupils, parents and staff

The Education and Training Inspectorate (ETI) issued online confidential questionnaires to pupils, parents and staff in advance of the follow-up inspection.

Two hundred and forty-one (41%) pupils responded to the questionnaire across years 8, 9, 10 and 11, with 32 pupils providing additional written responses. Almost all of the pupils (90.5%) who completed the questionnaire indicated that they are proud to belong to their school community. Their written responses reflect the school's commitment to providing a wide range of learning experiences, including through extra-curricular provision, in, for example, drama, music and sport.

Inspectors met and spoke with pupils from years 8 to 11 in four focus groups. The pupils were very positive about their experiences in school and report that they feel safe in school and know what to do if they have any concerns about their safety or well-being.

Over ten percent (101) of parents responded to the questionnaire. Almost all of the parents reported they are happy with their child's learning experiences and would recommend the school to others. Fifty-four parents provided additional written comments, a majority of which (39) praised aspects of the school's work, including: the quality of the teaching and pastoral care for the pupils; the range of extra-curricular opportunities provided; and the encouragement and support from staff.

Seventy-three staff (28%) responded to the questionnaires. Most (63) expressed that they are clear about the school's vision and that their professional skills, understanding and knowledge are valued. Just over one-fifth (16) of the staff provided written comments, the majority of which were positive about the life and work of the school.

Any issues raised in the questionnaires were shared with the principal and governors.

## Key actions

During this period, the key actions which affect the work of the school include:

- two curriculum reviews have been conducted which have resulted in a small number of changes to the key stage (KS) 4 and post-16 curricular offer;
- a new careers education, information, advice and guidance (CEIAG) team has been established;
- teachers have engaged in a programme of professional learning, which includes mentoring and coaching within and across departments;
- the school has moved to a secure online system for recording, sharing and monitoring confidential safeguarding matters; and
- the school has received support from the Education Authority in relation to pupil welfare related matters.

## Key findings

- In discussions with the inspectors, the pupils were very respectful towards one another and with the inspectors. The pupils reported that they are supported in their learning, providing examples of how the school celebrates their successes in areas such as sport, music, drama, and technology. The pupils articulated how, through the school council, they contribute to decisions about aspects of school life that are important to them.
- The school's curriculum review is informed effectively by the pupils' interests, abilities and career aspirations, and includes ongoing consultation with staff, parents, pupils and governors. There is now more robust monitoring and evaluation of the effectiveness of the curriculum in providing appropriate progression pathways across the key stages.
- The standards achieved by the pupils in public examinations have improved at both GCSE and A Level.
- Governors and senior leaders have an effective strategic oversight of self-evaluation processes, which are well embedded across the school. The consistent approach by middle leaders to the monitoring, evaluation and review of the provision and outcomes has led to improvement.
- The comprehensive systems in place to monitor pupils' progress are used well by the school to inform departmental planning and to identify and inform a range of supports for pupils. The school, in consultation with pupils and parents, continues to review the robustness of assessment and reporting procedures to set more accurate targets for individual pupils.

- The newly established CEIAG team is focused appropriately on improving further the careers provision at KS 4, as identified by the effective self-evaluation processes. The careers provision at post-16 now takes better account of the wide range of pupil aspirations and interests, including flexible work experience arrangements.
- Almost all of the lessons observed were effective in promoting successful learning. In the best practice, the pupils were well settled, attentive and ready to contribute and volunteer answers. Lessons were planned well with a clear structure and, where most effective, teachers use a good range of resources and activities to engage the pupils. The pupils worked well with their peers and engaged actively in the lessons through group tasks and independent work.
- The provision for English and mathematics is now effective, and the respective standards achieved in public examinations have improved. It is notable that the number of pupils studying further mathematics at GCSE level has almost doubled.

## Child Protection

At the time of the inspection, the evidence provided by the school demonstrates that the arrangements for child protection align to the current statutory guidance. The school is aware of changes in arrangements for adult protection and this is reflected in the child protection and safeguarding policy.

## Going Forward

The school's improvement work is aligned well to its mission to prepare pupils to play their part in a global society. Staff are highly committed to providing pupils with a range of learning opportunities in the classroom, and beyond, to equip them with the necessary knowledge and skills for life. The pupils are proud to belong to the school community, embrace diversity, and value, accept and include others.

The ETI will continue to work with the school to take forward, through engagement with the district inspector, the areas for consideration in this report.

No further follow-up inspection is required.

## Appendix 1: Quantitative terms


In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they 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%

© CROWN COPYRIGHT 2024

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the [ETI website](#)

Follow us on  [@ETI\\_news](#)

 [@ETInews](#)

 InsPIRE

 Empowering  
Improvement  
Stepping Forward Together