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*The Education and Training Inspectorate -
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Providing Inspection Services for
Department of Education
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Education and Training Inspectorate

Report of a Follow-up Inspection

Coleraine Academical Institution

January 2009

FOLLOW-UP TO THE INSPECTION OF COLERAINE ACADEMICAL INSTITUTION, CO LONDONDERRY, BT51 3LA (342-0032)

The focused inspection in January 2006 highlighted strengths in the ethos, the hard-working teachers and the high profile given to pastoral care. The inspection identified the following areas for development:

- the need for a review of the current management arrangements to better reflect the changing priorities of the school, and a more strategic approach to development planning that focuses on improving the quality of the pupils' learning and is informed by more rigorous monitoring and evaluation of the quality of the pupils' work;
- the need for better use of information on the pupils' performance to match the work more closely to their needs, to set suitable targets for improvement and to raise standards across the curriculum; and
- the need for further development of teaching strategies that develop better the pupils' autonomy as learners, their capacity to think critically and their ability to apply their learning.

The Board of Governors responded positively to the inspection report, identifying satisfactory proposals to address these areas for improvement.

In the interval since the inspection, the actions which affect the work of the school include:

- the roles and responsibilities of the senior management were reviewed and four new positions of responsibility were formed;
- a new principal was appointed in September 2007;
- a consultative process was used in developing the school development plan (SDP) for 2007-10;
- procedures and practices to record centrally internal and external assessment data were developed; and
- a Learning and Teaching Policy was developed.

The Education and Training Inspectorate (Inspectorate) carried out a follow-up inspection on 8 January 2009, following three monitoring visits in the interim period.

The SDP has been adjusted in light of the inspection findings. The SDP meets the statutory requirements as set out by the Department of Education.

The following are the most important improvements since the original inspection:

- the development of new procedures to meet the needs of the pupils who require additional learning support;

- the use of performance data for comparative analysis;
- the development of procedures to evaluate the quality of learning and teaching;
- the use of staff and pupil questionnaires to inform the process of self-evaluation; and
- the sharing of learning intentions with the pupils at the start of lessons.

During the follow-up inspection, a majority of the teaching observed was good or better.

Since the inspection, the school has evaluated the progress made in the areas for improvement identified in the original inspection.

The promotion of a self-evaluative culture throughout the follow-up inspection period has contributed significantly to the improvements made and has helped the school identify appropriately its priorities for future development. The inspection confirms that, through self-evaluation, the school has demonstrated clear evidence of improvement. Accordingly, the Inspectorate recommends that the processes for self-evaluation now in place are further developed.

Very good progress has been made in most of the areas for improvement identified during the original inspection.

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 provision. The follow-up inspection has identified some aspects of the areas for improvement still to be addressed, but equally the school has demonstrated the capacity to address these.

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