



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

**Malone Integrated College
Belfast**

January 2016

FOLLOW-UP TO THE INSPECTION OF MALONE INTEGRATED COLLEGE, BELFAST (126-0294)

The Education and Training Inspectorate carried out an inspection¹ of Malone Integrated College in January 2014, when the quality of education was evaluated as satisfactory².

The report highlighted strengths in pastoral care, community links, aspects of leadership and management and careers education. Three main areas for improvement were identified:

- raising standards in public examinations, particularly at GCSE level;
- improving the consistency of learning and teaching through promoting, disseminating and monitoring and evaluating classroom practice; and
- improving further the quality of leadership and management at all levels.

The ETI carried out two interim follow-up visits in December 2014 and May 2015 and the follow-up inspection took place on 25 January 2016. In the interval since the inspection, the principal and chair of the board of governors reported that the school had received, and were content with, appropriate support from the Education Authority in a range of areas, including English, mathematics, data analysis and strategic planning.

In the interval since the original inspection, the following changes and actions which affect the work of the school have taken place:

- the percentage of pupils entitled to free school meals has continued to increase sharply, rising from 47% to 65%;
- the number of newcomer pupils has continued to increase and is now 134 pupils, making up 23% of the total school enrolment;
- the pupil enrolment has fallen from 655 to 585;
- the number of teaching staff has declined from 52 to 44 and personnel changes have taken place in the leadership of science, English, ICT and numeracy;
- there is now only one vice-principal;
- a bi-lingual centre has been established to meet the needs of pupils;
- an attendance outreach officer has been appointed;

¹ See inspection report at: <http://www.etini.gov.uk/index/inspection-reports/inspection-reports-post-primary/inspection-reports-post-primary-2014/post-primary-inspection-malone-integrated-college.pdf>

² From September 2015, the overall effectiveness of a school previously evaluated as satisfactory will now be reported as having important areas for improvement.

- a personal education centre has been opened; and
- a more rigorous policy has been introduced to count the achievements of as many pupils as possible, thereby reducing notably the number of permitted exclusions that are declared for reporting purposes.

Key findings

- The school has focused sharply on addressing the areas for improvement identified during the original inspection. Key improvements have been effected through a clearly defined improvement agenda, led extremely well by the principal, the vice-principal, the respective heads of English and mathematics and a wider range of middle managers.
- Planning, learning, teaching and assessment have improved noticeably with 85% of the observed lessons evaluated as good or better, compared with 67% of the lessons observed at the time of the original inspection.
- The outcomes for pupils have improved at some GCSE level benchmarks, such as the percentage of pupils attaining five GCSEs or equivalent at grades A* to C, which has risen from 38% to over 51%. In addition, the pupils attained good outcomes in the recently introduced applied and vocational courses, which meet better the academic needs for some of them.
- The outcomes for pupils attaining three or more GCE A levels at grades A* to C has risen from 10% to 25% and the school has almost doubled the percentage of pupils who are now going to higher education, due in part, to a conscious endeavour to raise pupil aspirations.
- Work remains to be done to increase the percentage of pupils who achieve five or more GCSEs or equivalent, including English and mathematics, which remains below the outcomes for similar schools. While the standards attained by the pupils in both English and mathematics are on an upward trend, this headline figure needs to further improve.
- The quality of provision for English is now good. The effectiveness of lesson planning has improved and is well informed by detailed information on the learning needs of all of the pupils. Most of the learning and teaching observed during the follow-up inspection was good or better.
- The quality of provision for mathematics is now good. Most of the learning and teaching was evaluated as good or better, characterised by more effective use of questioning to extend and challenge the pupils' mathematical thinking.
- There have been important changes to the leadership of the school, including revised roles and responsibilities and the building of staff capacity, which are helping the school to develop a better learning culture that prioritises the need for, and expects, consistent and high quality learning and teaching.

- The teachers have higher expectations of what the pupils can achieve and the school's internal data shows improved attendance rates, lower numbers of referrals for poor behaviour and increased percentages of pupils being counted in the school's GCSE statistics, due to higher aspirations and a strong commitment to the inclusion of all pupils.
- The staff are using quantitative data more effectively to track pupil progress, in order to identify learning issues and to intervene appropriately. A more extensive use is being made of appropriate value-added data. This indicates that while some outcomes remain low, they mask notable value-added success, and reflect out-performance of initial targets based on pupil ability and performance in standardised tests.
- The overall standards attained by the pupils have improved from the original inspection, and while no longer inadequate they are still an important area for improvement. There remains the need to target improvements in the proportion of pupils who achieve grades A* to C at GCSE level or equivalent, including English and mathematics. There is still significant variation to address in the outcomes for pupils across the individual subjects at GCSE grades A* to C and these require improvement.
- The school's action planning, in response to the original inspection, has taken appropriate account of the areas for improvement. As the school continues to implement further its improvement agenda, it will be important for the principal and all the staff to sustain the progress made so far and to address the remaining issues identified in this report.

Conclusion

The school needs to address an important area for improvement in the interests of all of the learners. The follow-up inspection has identified the following area for improvement:

- to continue to develop the quality of the pupils' learning experiences and further improve the standards they attain in public examinations.

The ETI will monitor and report on the school's progress in addressing the area for improvement. The ETI will conduct a further follow up inspection in 12-18 months.

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