

**eti**

*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**

**Crumlin Integrated College  
Co Antrim**

**March 2013**

## **FOLLOW-UP TO THE STANDARD INSPECTION OF CRUMLIN INTEGRATED COLLEGE, CO ANTRIM, BT29 4LA (325-0149)**

The Education and Training Inspectorate (ETI) carried out a standard inspection of Crumlin Integrated College in January 2010 when the quality of the provision was evaluated as unsatisfactory. The inspection identified the need for improvement in the unsatisfactory leadership and management, the serious shortcomings in the quality of pastoral care, the generally poor standards achieved by the pupils and the lack of challenge in much of the work which was poorly matched to the individual needs and aspirations of the pupils. The quality of education provided in mathematics was also evaluated as inadequate. As a result, the school entered the formal intervention process on 1 February 2010 and a significant programme of support and intervention was provided.

A follow-up inspection (FUI) in November 2011 indicated that there had been a number of important improvements, notably with regard to the ethos of integration, the provision and quality of the pastoral care, the quality of the teaching, the more effective, albeit temporary, leadership arrangements, improved communications and significantly improved working relationships. The quality of the provision was evaluated, at that time, as inadequate, an improvement of one performance level from unsatisfactory. The quality of the provision in mathematics was evaluated as satisfactory.

The need for continued work to improve further aspects such as the management of special educational needs, literacy, numeracy, careers education information and guidance (CEIAG), the analysis and use of data, and the standards in public examinations, was confirmed in the first follow-up report.

In November 2012, an interim follow-up visit (IFUV) was conducted by ETI and a letter issued to the school which noted the continuing progress being made in addressing the areas for improvement. The letter reported that the leadership arrangements in place at that time were ineffective and were frustrating the school from sustaining and building on the improvements being secured. It was also reported that uncertainty about the future of the school was impacting negatively on, and detracting from, the need for continued progress.

Following the IFUV, the governors acted decisively to clarify the day-to-day management of the school by the vice-principal and a senior teacher, who continue to provide direct leadership and management of the school.

In December 2012, the NEELB launched a local area planning consultation which included options for the future of Crumlin Integrated College; the proposals included the possibility of a shared management arrangement for the school.

The ETI conducted a second FUI on 20 and 21 March 2013. The principal was not available to meet with the inspection team during the follow-up inspection<sup>1</sup>.

A considerable number of improvements have taken place since the time of the original inspection in January 2010; the most significant of which are as follows:

- the values of integration are evident in the very positive school ethos, the pupil-centred focus and the mutually respectful working relationships;

---

<sup>1</sup> Owing to the long-term absence of the principal, and for this contextual reason, it has not been possible for the school to address certain aspects of the leadership and management identified at the time of the original inspection. As a result, this aspect remains an area for improvement which will need to be addressed in due course and the outcome evaluated subsequently.

- the quality of the teaching has improved significantly, with the majority of lessons observed during the FUI being very good, with well-targeted, individualised planning, teaching and assessment, high quality interactions including the effective support provided by the classroom assistants and the very good use of resources to support learning;
- the very good progress made in developing the pupils' personal and social skills and their attitudes and dispositions, including through the focus on promoting positive learning behaviours and the high levels of consultation with the pupils; and
- the good quality of the care, guidance and support provided, which is responsive to the needs of individual pupils, underpins their learning, enables them to overcome personal barriers to their learning and contributes to raising standards.

The standards attained in General Certificate of Secondary Education (GCSE) examinations have improved considerably. The percentage of pupils attaining any five or more GCSE examinations at grades A\*-C has risen from 39% to 52%. The percentage in any five subjects, when GCSE English and mathematics are included, has risen from 20% to 30% which is close to the average for similar schools.

The effective leadership provided by the vice-principal and a senior teacher has enabled a collegial approach to school development which, together with the work of the coordinators, the regular review of learning and teaching and appropriate staff development, has led to improvements in the strategic development of aspects of the work of the school. As a result, the pupils are benefitting from the significant developments made in the provision of pastoral care, special educational needs, literacy and CEIAG.

While the school offers access to the entitlement framework at KS4, the small numbers of pupils in almost half of the KS4 classes, together with under-achievement in a minority of subjects at GCSE level, highlights the need to review the class sizes, option choices and staffing allocations across both key stages, and in the context of the area learning community.

Overall, the quality of education provided by Crumlin Integrated College has improved and is now satisfactory.

The main areas for improvement are to:

- maintain the focus on improving the teaching and learning through disseminating the most effective approaches, which are leading to improvement in learning and raising standards; and
- review the curriculum provision, class sizes and staffing at KS4.

While the school resources have been aligned as far as possible within the annual budget, it remains important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision, in order to address the current and future needs of the pupils and the staff.

The current governance arrangements include additional governors appointed by the Department of Education in line with the provisions in Article 14 of the Education (NI) Order 1998. The Education and Training Inspectorate recommends that these arrangements be maintained for a further period to allow the school to develop greater self-sufficiency in its leadership and management.

The Education and Training Inspectorate will carry out a further follow-up inspection within 12 months and a report will be published.

© CROWN COPYRIGHT 2013

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:  
[www.etini.gov.uk](http://www.etini.gov.uk)

