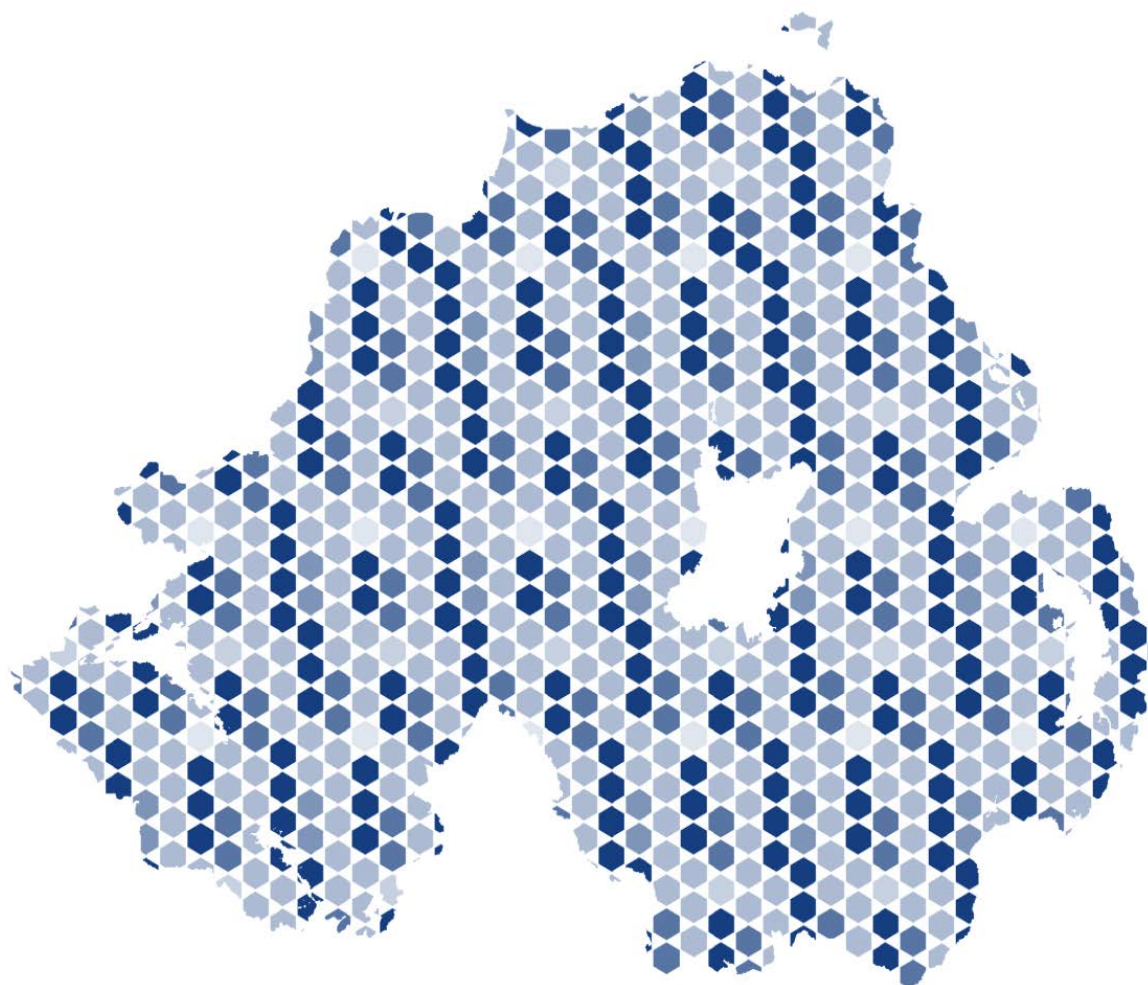


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Sperrin Integrated College,
Magherafelt, County Londonderry

Maintained integrated, co-educational, all-ability 11-18

Report of a Sustaining Improvement
Inspection (Involving Action Short of
Strike) in May 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 Sperrin Integrated College, Magherafelt (326-0303)

Introduction

The previous inspection in April 2015, evaluated the overall effectiveness of Sperrin Integrated College as good¹. In the interim, a new principal and vice-principal have been appointed and roles and responsibilities at senior leadership level have been reviewed. A sustaining improvement inspection (SII) was conducted on 2 May 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 only the senior leadership would be co-operating with the inspection. 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 the school's actions to:

- disseminate further the existing best practice in learning and teaching;
- develop a more rigorous approach to self-evaluation at middle management level.

Owing to the action short of strike, the ETI was unable to evaluate fully the lines of inquiry.

Key findings

- Since the last inspection, the school has undertaken a strategic approach to improving further the quality and consistency of teaching and learning. Well-conceived professional development, informed by research and undertaken as a team, has supported the development of a whole-school understanding of high quality teaching and learning. The teaching and learning policy devised as a result of this process is clearly expressed, is particular to the school context and promotes effective practice. In addition, an agreed, coherent approach to planning for learning has been devised and is being embedded on an incremental basis.
- The roles and responsibilities of the senior leadership team have been redefined and now support clear lines of communication and accountability at all levels. Across subject departments, an agreed, consistent approach to the action planning and review process has been implemented. There is an increased understanding of data and an increasing use of this information in order to set targets for the pupils and to evaluate progress made.

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.'

- Over the past three years, attainment at GCSE has continued to improve and is above the corresponding NI average. At post-16, the pupils attain very well in three GCE A Levels or equivalent at grades A*-C: the percentage of pupils attaining 3 A*-C grades has risen steadily over the past three years from being broadly in line with to being well above the corresponding NI average.

Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding reflect broadly the guidance issued by the Department of Education. In discussions with the inspector, the pupils spoke positively about the very good working relationships within the school community and about the support and challenge they receive from their teachers. They reported that they feel safe in school and know what to do and whom to talk to if they are concerned about their safety or well-being. 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 the action short of strike being taken by the teachers the ETI is unable to assure parents/carers, and the wider school community and stakeholders of the quality of education being provided for the pupils. This will be reflected in future inspection activity.

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