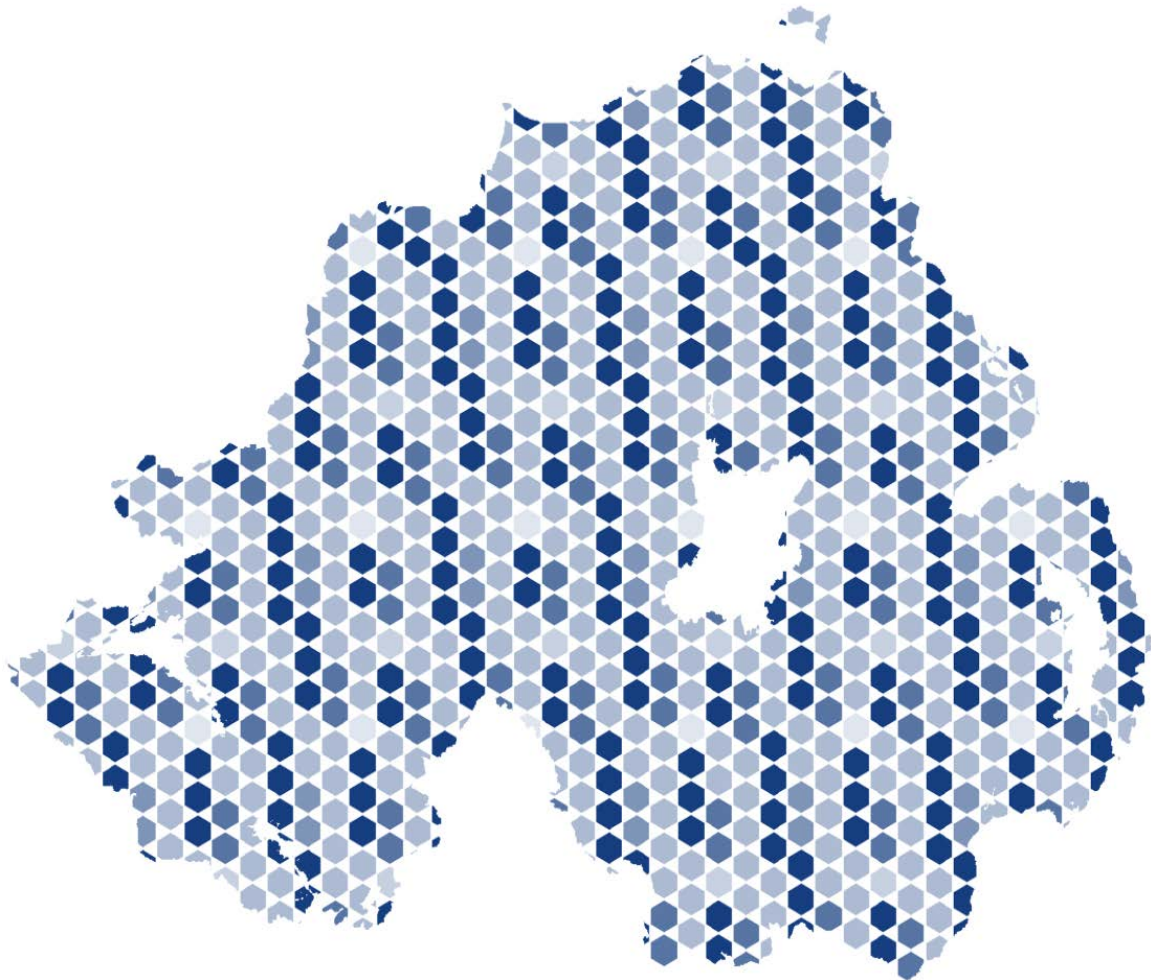


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

Malone Integrated College,  
Belfast

Co-educational Grant Maintained Integrated school

Report of a Follow-up Inspection  
in April 2017



The Education and Training Inspectorate  
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## **FOLLOW-UP TO THE INSPECTION OF MALONE INTEGRATED COLLEGE, BELFAST, BT10 0JB (126-0294)**

The Education and Training Inspectorate (ETI) carried out a follow-up inspection of Malone Integrated College in January 2016<sup>1</sup> which concluded that the school needed to address an important area for improvement<sup>2</sup> in the interest of all the learners.

The area for improvement identified in the follow-up inspection was the need to:

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

The school's action plans were of a good quality and identified key actions to promote improvement.

The ETI carried out an interim follow-up visit in October 2016 and a second follow-up inspection in April 2017.

Two percent of parents (11) and 19% of staff (17) responded to the re-issued online questionnaire. The parental responses expressed high levels of satisfaction with how the school is led and managed and the written comments praised in particular the very good support offered to newcomer pupils. The responses from the staff were almost wholly positive and highlighted the high priority afforded by the leadership to teacher professional learning and to the well-being of all staff.

In the interval since the first follow-up inspection, actions or changes which affect the work of the school include:

- the pupil enrolment has dropped from 591 to 518;
- the percentage of pupils with additional learning needs has increased from 30% to 34%;
- the percentage of pupils entitled to free school meals continued to rise and now sits at 68% of the pupils;
- the school has implemented a Trusted Colleague Network with a focus on sharing good practice and a more consistent whole-school approach to learning and teaching;
- the school has adopted a range of bespoke assessment and pedagogical approaches to improve the outcomes, including for newcomers, and has hosted a number of workshops for other schools and organisations on the progress made in these areas; and
- a wide range of initiatives have been introduced to support the health and well-being of the staff.

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<sup>1</sup> <https://www.etini.gov.uk/publications/follow-inspection-malone-integrated-college-belfast>

<sup>2</sup> Prior to September 2015, the term 'satisfactory' was used in inspection reports for overall conclusions where there were important areas for improvement.

## **Key Findings**

The overall outcomes attained by the pupils have improved considerably since the first follow-up inspection and are now good. The outworking of the school's policy of inclusion is a strength, evidenced by the high level of good quality support programmes provided to those pupils dealing with personal, medical, mental health and other issues; the school works to good effect to ensure they have the resilience to continue with their studies, enter examinations and attain appropriate qualifications.

The pupils are articulate and speak with pride about: the diverse, inclusive and welcoming school culture; the positive working relationships they experience with their teachers and one another; and, the tailored support they receive to progress in their learning.

The use of a range of data to track and monitor the progress of individual pupils, and to intervene as appropriate, is highly effective. In addition, there are well-established community links and outreach programmes which are effective in utilising a variety of innovative techniques that are helping to improve outcomes for those pupils at risk of not achieving.

The senior leadership team is committed to providing extensive, well-targeted professional development opportunities for staff. Action-based research continues to be used effectively in order to review what constitutes high quality learning and teaching; this is underpinned by the use of a range of assessment data, which informs decisions around the curricular offer and the planning for individual needs. Consequently, there has been an improvement in the quality of the pupils' learning experiences, which was good or better in almost all of the lessons observed during the follow-up inspection process.

The percentage of pupils attaining five or more GCSEs or equivalent at grades A\* to C, including English and mathematics, has increased notably from 14% at the time of the first follow-up inspection to 38%, and is now above the Northern Ireland (NI) average for similar schools. It is noteworthy that there has also been a significant increase in the proportion of pupils entitled to free school meals attaining at this key benchmark, from 14% to 37%.

The percentage of pupils attaining any five or more GCSEs or equivalent at grades A\* to C, whilst below the outcomes attained by pupils in similar schools, is sustaining an upward trend and sits now at 66%.

The outcomes for pupils attaining three or more GCE A levels or equivalent at grades A\* to C has increased to 42% and is now above the NI average.

Since the first follow-up inspection, the attainment by the pupils in GCSE English and mathematics at grades A\* to C has improved significantly and is now in line with the respective averages for similar schools.

The improvements since the first follow-up inspection are the result of a whole staff working together, relentlessly and with energising and empowering leadership, to improve the learning experiences of the pupils and the outcomes they achieve.

## **Conclusion**

Malone College demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.

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