



Inspection Summary Report - September 2024

- Underpinning the vision is a well-embedded culture of care, support and acceptance in which the pupils' unique starting points and abilities are recognised clearly and which enables them to thrive right from the beginning of their time at Cullybackey College.
 - As well as progressing academically, being successful in Cullybackey College includes: showing kindness, feeling safe and happy, enjoying learning and being able to participate fully in the life of the school: altogether, these aspirations support the school's vision of 'creating opportunities for success' for all the pupils.
 - The kind, polite, respectful pupils have a strong sense of pride in, and belonging to, the school and to their community which helps them address any challenges with hope and positive attitudes.
 - The pupils' holistic development is enriched through a wide range of leadership opportunities, their care for one another, and support from the staff and external partners including local churches, businesses and organisations in a network of learning.
 - The school is committed to providing support for the pupils with SEN. The pupils' needs are identified at an early stage and good account is taken of pastoral and other information in the planning of intervention and support for individuals and groups.
 - Most of the lessons observed during the inspection were effective in promoting successful learning. To ensure greater consistency in the pupils' learning, it is timely for senior and middle leaders to re-engage in observation of learning and teaching, identify the existing effective practice, share it among the staff and inform the next stages of teacher professional learning.
 - The professional learning and wellbeing of staff are prioritised by the school and are aligned closely to the priorities in the school development plan.
 - The curriculum is weighted more heavily towards applied subjects and needs to be kept under review. The current timetable includes multiple periods of a single subject on one day or isolated single periods for practical subjects which do not leave enough time for practical work: it does not support effectively enough the curriculum and continuity in the pupils' learning experiences.
 - At the time of the inspection, the evidence provided by the school demonstrates that the arrangements for child and adult protection align to the current statutory guidance.
- Areas for action:
- to improve consistency in the quality of the lessons; and
 - to review the curriculum and associated timetabling to enable the pupils to have continuity in their learning and make progress in line with their needs, aspirations and capabilities.

Going forward

-  Cullybackey College fosters a culture of care, support and acceptance through which the vision of 'creating opportunities for success' is realised. The school has built strong connections with the local community for the benefit of the pupils. Within this pupil-centred ethos, teacher professional learning is closely aligned to the priorities in the school development plan and designed to meet more effectively the pupils' learning needs.
-  The ETI, through the engagement of the district inspector, will continue to work with the school as it takes forward the areas for action as set out in the report.