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*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 2014**

## **FOLLOW-UP TO THE 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; the school entered the formal intervention process in February 2010. In addition to three interim follow-up visits (IFUVs) since 2010, follow-up inspections (FUI) were conducted in November 2011 and in March 2013, when the quality of provision was evaluated as satisfactory.<sup>1</sup>

Since 2010, the school has been managed through a number of interim leadership arrangements. From June 2013, there has been a senior leader in charge supported by three senior teachers who comprise the leadership team. The school has continued to benefit from support from the North-Eastern Education and Library Board (NEELB) advisory officers, the quality of which the school reports is very good.

There have also been significant changes in the staffing arrangements; 60% of the current teaching staff were not in post at the time of the original inspection. Of the 20 teachers currently in post, six are permanent part-time and six are temporary.

The enrolment has fallen since 2010 and now stands at 133 pupils; however, after a period of decline, first preferences for intake to year 8 for 2014 show signs of a significant increase. While the school is being run within its annual budget allocation, the legacy deficit remains, and is projected to grow.

A third FUI was conducted in March 2014 and the following are the most improvements, since 2010.

Crumlin Integrated College continues to build on the improvements noted in the IFUVs, and reported in the November 2011 and March 2013 FUI reports, by stabilising and developing its leadership capacity, by strengthening the teachers' capacity for effective teaching and learning and by raising the standards which the pupils attain, both in public examinations and in their wider skills and capabilities.

The stable leadership arrangements have enabled the processes for self-evaluation to become embedded and to bring about further improvements across the school. The governors continue to provide constructive support and challenge for the school as a whole.

Senior leaders, subject leaders and teachers have become much more proficient in analysing and using assessment data and other information about the pupils' progress in order to inform school improvement, the planning of teaching, support for learning and the curriculum provided. The school is promoting effectively the constructive engagement of the young people and of their parents in supporting learning. Pupils are benefitting from the stability which has been created by the teachers and leaders, from effective working relationships at all levels and from the continuing focus on raising the standards of provision and improving outcomes.

Supported by an enhanced practice of sharing approaches to teaching among the teachers, the quality of the majority of lessons observed was consistently very good.

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<sup>1</sup> Previous reports may be accessed from: <http://www.etini.gov.uk/>

Significant progress continues to be made, through highly effective provision for care, guidance and support, in developing the pupils' wider personal and social skills, their learning behaviours and dispositions. The comprehensive learning support provided enables those who have complex personal and social barriers to their education to address them successfully. The serious shortcomings identified originally in the quality of pastoral care in 2010 have been addressed fully and have resulted in a purposeful, positive and pupil-centred ethos which is described by the pupils as a significant strength of the school.

The pupils have been enabled to take more responsibility for their learning; there are significant improvements in their readiness to learn as evidenced by major reductions in detentions and suspensions and in improved rates of attendance. Furthermore, some of the pupils are demonstrating leadership in the debate about the future of the school by articulating and advocating the values of integrated and shared education.

The school continues to offer a broad and balanced curriculum which is appropriate for the pupils; it ensures that all subjects are being taught by specialists. The curriculum meets the expectations of the entitlement framework through the school's engagement in more than one area learning community. The pupils report that the careers education and guidance which they receive enables them to make appropriate curricular choices and guides them well in their career pathways.

The percentage of pupils achieving five or more GCSE grades at A\*-C has improved considerably over the past three years from 39% to 61%; it is now above the average for similar schools. The percentage achieving grades at A\*-E in five or more GCSE subjects has improved steadily from 75% to 94%; the percentage of pupils progressing to further education is well above the average for non-selective schools; in addition, a third of pupils who left in 2013 went on to post-16 provision in other schools.

The outcomes in five or more GCSEs grades including English and mathematics, which improved to the average for similar schools in 2012, fell to below the average in 2013. The percentage comparisons with the Northern Ireland average are disproportionately affected by the small numbers of pupils. Significant improvement work has been undertaken in mathematics and the quality of the provision is now good. Appropriate and effective action is being taken to support the pupils in year 12; the school's tracking of their progress indicates that their standards are improving.

In the areas inspected, the quality of education provided by Crumlin Integrated College is good.

The main area for improvement is for the school to continue to develop its self-evaluation processes in order to sustain and extend the improvements in the standards of provision and outcomes.

A working party was established by NEELB in January 2014 to advise on the future management arrangements for the school; it is important that the employing authority secure a clear direction for the future of the school in the best interests of the pupils, the staff and the wider community.

The ETI will continue to monitor, through district inspection activity, the school's progress.

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