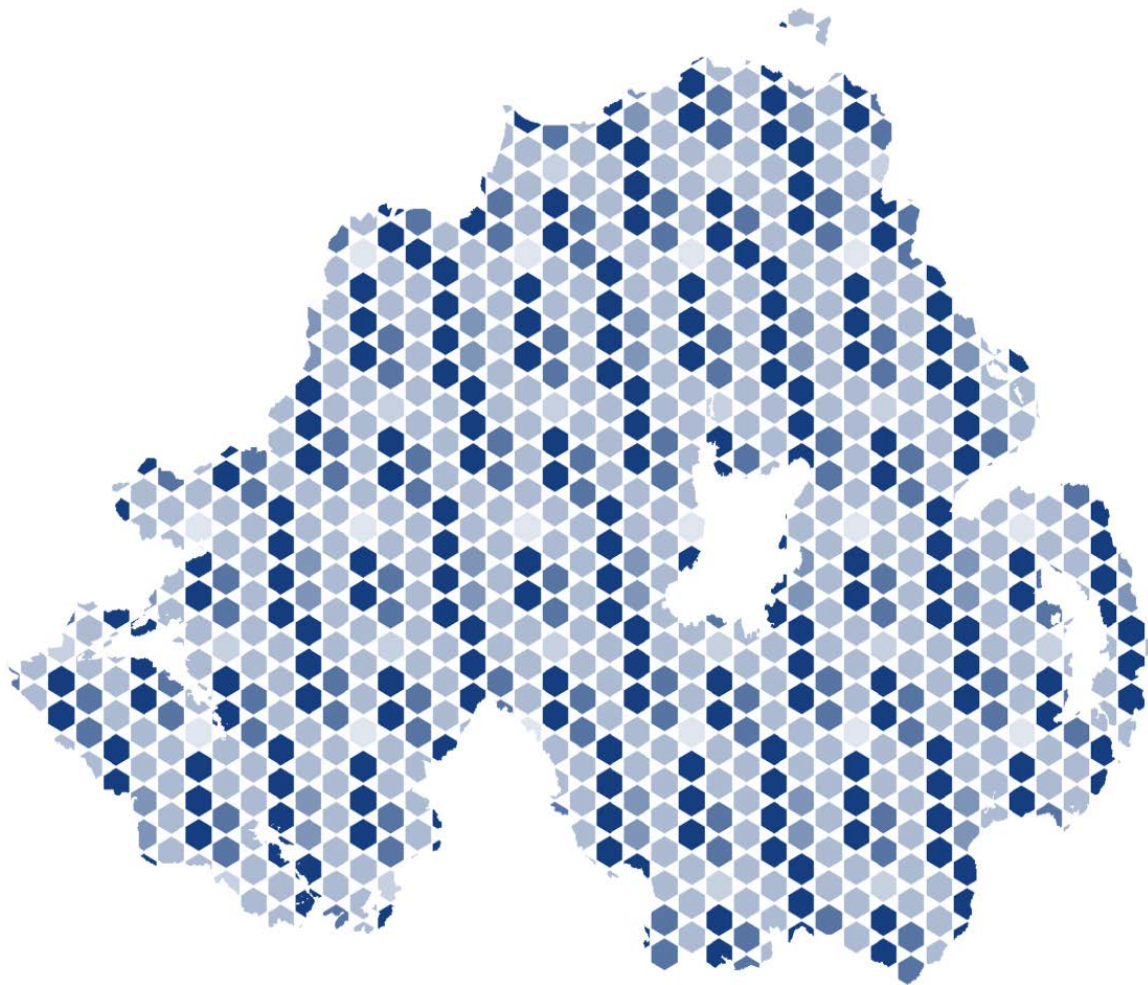


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

Ulidia Integrated College,  
Carrickfergus, County Antrim

Grant-maintained, co-educational, all-ability integrated school

Report of an Inspection in  
April 2016



The Education and Training Inspectorate  
Promoting Improvement

**Providing Inspection Services for:**

Department of Education  
Department for the Economy  
Department for Communities

CUSTOMER  
SERVICE  
EXCELLENCE



## Quantitative terms used by the Education and Training Inspectorate

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

## Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

## Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school 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.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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## **1. Inspection method and evidence base**

The key questions and quality indicators which guide inspection and self-evaluation of post-primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

Inspectors observed learning and teaching, scrutinised documentation, data and the pupils' written work and held formal and informal discussions with pupils (individually and in groups), teachers and staff with specific responsibilities.

The arrangements for this inspection included a meeting with representatives from the governors and the opportunity for all parents, teaching and support staff to complete a confidential online questionnaire.

Just over three percent of the parents (36) and 75% of the staff (81) responded to the online questionnaires. Most of the parents expressed very high levels of satisfaction with the educational and pastoral provision provided by the school. In particular, the parents praised the inclusive and caring ethos within the school and the importance of the school in the local community. Most of the staff responded positively on the opportunities for the pupils to evaluate their own work and that of others, and on the high standards set for the pupils' learning, to enable them to make good and steady progress. The small number of issues raised in the questionnaires about communication, consistency in staffing and aspects of special educational needs was shared with the principal and representatives of the governors.

## **2. Focus of inspection**

In order to promote improvement in the interests of all pupils, the purpose of inspection is, through effective linking of internal and external approaches, to:

- evaluate the quality of the provision and the outcomes for the pupils;
- evaluate the school's leadership and management and its capacity to effect and sustain improvement in its provision and standards; and
- inform the school's planning for improvement.

## **3. Context**

Ulidia Integrated College is a co-educational, grant-maintained integrated school, located in Carrickfergus. Approximately 70% of the year 8 pupils on entry have achieved at or above the expected levels in literacy and numeracy. Over the past four years, while the percentage of pupils entitled to free school meals has increased significantly, the enrolment has remained fairly constant, and the school attendance rate has been above the Northern Ireland (NI) average. Over the same period, the percentage of pupils requiring additional support with aspects of their learning has increased to almost 45%; a significant number of these pupils (70) have statements of educational need.

Over the past two years, the school has had to deal with significant changes in staffing. At the time of the inspection, a number of permanent staff had been recently appointed to teaching posts and positions of responsibility, and there were seven substitute teachers in place.

Ulidia Integrated College	2012-13	2013-14	2014-15	2015-16
Year 8 Intake	89	91	103	109
Enrolment	576	571	568	581
% Attendance (NI Average)	92,3% (91.3% )	93,4% (92.0%)	93.5% (n/a)	N/A (n/a)
FSME Percentage <sup>1</sup>	16.7	17.3	25.3	26.9
% and (Number) of pupils on SEN register	40.1% (231)	42.03% (240)	42.07% (239)	44.7% (260)
No. of pupils with statements of educational needs in the mainstream school	52	52	64	63
No. of newcomers	0	0	0	0
Intake <sup>2</sup> :				
% of Y8 pupils with L5 English	14.77	1.1	1.94	1.82
% of Y8 pupils with L5 mathematics	11.36	0	1.94	0.92
% of Y8 pupils with L4 and above in English	70.45	46.15	57.28	44.03
% of Y8 pupils with L4 and above in mathematics	68.18	48.35	59.22	46.79

**Source:** data as held by the school.

\* fewer than 5

N/A not available

#### 4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
<b>Achievements and standards</b>	Very Good
<b>Provision for learning</b>	Good
<b>Leadership and management</b>	Good

#### 5. Achievements and standards

- The pupils are confident, motivated and have a clear sense of pride in their school. They display positive attitudes to their learning and they are well prepared for the next stage of their education or life in the work place. As the pupils progress through the school their social skills are developed well to enable them to contribute responsibly to the community and the local and wider economy.

<sup>1</sup> The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

<sup>2</sup> From 2013, KS2 standards in English and mathematics are reported as Levels of Progression in Communication and Using Mathematics and cannot be compared directly with KS2 data from previous years.

- Over the past three years, the percentage of year 12 pupils attaining five or more GCSE qualifications or equivalent at grades A\* to C is significantly above the NI average for similar non-selective schools. It is noteworthy that all of the pupils taking vocational programmes at level 2 attained the equivalent of a grade C or better. Over the same period, the percentage of year 12 pupils attaining five or more GCSE qualifications or equivalent at grades A\* to C, including English and mathematics, has remained steady at around 42%; this is, however, well below the NI average for similar schools.
- The school has identified a decreasing trend in the performance of a number of GCSE and vocational subjects at the higher grade boundaries and put in place appropriate learning and teaching strategies, along with a review of the curriculum, to effect improvement.
- The percentage of year 12 pupils entitled to free school meals attaining five or more GCSE qualifications or equivalent at grades A\* to C, including English and mathematics, has fluctuated over the past three years and is below the NI average. Most of the pupils who receive additional support with their learning attain five or more GCSE qualifications or equivalent at grades A\* to C.
- Over the past three years, the percentage of pupils attaining three or more GCE A levels or equivalent at grades A\* to C, and the percentage of pupils progressing to further and higher education, are both significantly above the NI average.
- The pupil attendance rates for the school are above the NI average for each of the past three years, but the staying on rate from year 13 to year 14 is below the corresponding NI average.
- The standards attained by the pupils in GCSE English language are outstanding, with the pupils attaining outcomes well above the NI average for similar schools at grades A\* to C. In 2015, the school changed its examination policy, entering all pupils for GCSE English whilst maintaining well above average standards.
- The standards attained by the pupils in GCSE English literature are good. In 2014, the number of year 12 pupils staying on to take English literature at A level increased significantly, with several pupils joining from other schools.
- Taking into account the very wide range of abilities and the significant proportion of pupils with language difficulties, there is a strong development of the pupils' language skills. This includes writing at all levels, reading for pleasure, information handling and thinking skills, and confident talking and listening. The school's analysis of a range of data, for example, shows evidence of important improvements during key stage (KS) 3.
- The standards attained by the pupils in mathematics are good. The pupils: are motivated; have an excellent disposition towards learning mathematics; can work effectively both collaboratively and independently; offer answers willingly; and can explain their thinking and reasoning articulately and confidently. The quality of the pupils' written work is high. The more able pupils make expected or better progress across KS 4. In 2015, while all of the pupils were entered for GCSE mathematics there was a downward trend in levels of attainment at grades A\* to C. The school has identified appropriately the need to raise attainment in GCSE mathematics as a priority for improvement. The uptake of the recently introduced further mathematics at GCSE is growing and the school is working proactively to increase the low uptake of mathematics at post-16.

- In physical education, the pupils are highly motivated and demonstrate very good levels of engagement and enjoyment. The high standards attained by the pupils in public examinations are a significant strength of the work of the department and reflect the high expectations of the staff.

## 6. Provision for learning

- Most (87%) of the lessons observed were effective (good or better) in promoting and progressing the pupils' learning; approximately 40% of them were highly effective (very good). The characteristics of the most effective practice include the teachers' detailed knowledge and understanding of the pupils' interests and their dispositions to learning, and the well targeted support provided by the learning support assistants. The teachers have high expectations for what the pupils can achieve and they provide well planned differentiated tasks and activities with high levels of support and challenge to engage the pupils in their learning. In these more effective lessons, the pupils benefit from skilful questioning to develop their thinking skills and to extend their oral responses and from well planned pair and group work enabling them to learn with, and from, one another.
- The less effective practice (important areas for improvement), in a minority (13%) of the lessons observed, is characterised by: a lack of differentiation in the planning and delivery of the lessons to meet the learning needs of all of the pupils; too much teacher exposition; and tasks which were not pitched at an appropriate level, resulting in some pupil disengagement and passivity. Approximately one-quarter of the lessons observed across KS 3 had important areas for improvement.
- The use of information and communication technology (ICT) to support and enhance learning and teaching is underdeveloped and is highlighted appropriately as a priority for whole-school development.
- The planning in most subject areas outlines how the pupils' knowledge, understanding and skills will progress. There needs, however, to be a greater consistency within classroom practice in differentiated teaching and learning strategies to achieve the planned learning objectives for all of the pupils. Overall, there is too much variability in the monitoring and evaluation of the quality of the actions to effect improvement in learning and teaching, particularly at KS 3.
- There are well planned assessment arrangements in place, underpinned by good collation of data, to track the quality of the pupils' work and their academic attainments and progress.
- The provision for learning in English is very good. The quality of the learning and teaching observed was always good, and frequently very good. It is consistent across the department and results in effective lessons in which the pupils are engaged well and make good progress. The well planned teaching is meeting successfully the needs of the wide range of ability which is evident in many of the classes. Pupil self-evaluation and marking for improvement develops well their independent learning skills. The provision for English is also enriched by the interesting variety of extra-curricular activities. The main area for continued improvement is to strengthen the consistency of the learning and teaching by sharing and building further on the highly effective practices evident in differentiation, active learning and questioning, all of which are helping the pupils to improve standards.

- Most of the learning and teaching across the curriculum supports well the development of the pupils' literacy skills. The school is able to demonstrate that their reading ages have improved significantly as a result of them engaging in specific reading and other programmes.
- The provision for learning in mathematics is good. The lessons have an appropriate structure and the teachers use a suitably wide range of learning and teaching strategies which engage most of the pupils to good effect in their learning. In the most effective practice observed: the pupils are encouraged to 'have a go'; the level of challenge is appropriately high; transferable skills are developed and applied; the pupils support very effectively the learning of their peers; and the pupils achieve good or better outcomes. Although the teachers hold high expectations of what the pupils can achieve, the learning is not always matched closely enough to the ability of the pupils; this is an area for development, particularly at KS 3.
- During the inspection there was evidence of too many missed opportunities in other areas of the curriculum for the pupils to apply their numeracy skills appropriately and accurately to enhance and extend their learning in other subject areas.
- The provision for learning in physical education is good; it is characterised by the high levels of participation and the positive engagement of the pupils in their learning. The most effective provision at KS 3, includes a wide choice of learning experiences for the pupils, which are well matched to their needs, abilities and interests.
- At KS 4, the current arrangements for the delivery of physical education have important areas for improvement. Too many of the lessons are taught by non-specialists and there is insufficient continuity and progression in the pupils' learning. It will be important for the senior leadership team to review and improve the provision for physical education at KS 4. The learning support assistants, linked to the physical education department, provide valuable support for the staff and make a very positive contribution to the pupils' learning.
- The overall provision for the care and support of the pupils is an important area for improvement. The pastoral care of the pupils has key strengths, including: the well conceived school council and pupil ambassadors for each year group; the peer mentoring programme; the good range of extra-curricular activities; and a counselling service which supports the well-being of the pupils. The working relationships between pupils and teachers are very positive and there is a culture of respect and inclusion. The reward system, however, does not acknowledge sufficiently the achievements of all the pupils.
- The provision for pupils with special educational needs is underdeveloped; there is inconsistency in the effectiveness of the support provided across the school and the links between the numeracy, literacy and special educational needs co-ordinators need to be strengthened. The individual education plans are too general and need to be revised with a smaller number of specific, measurable targets to guide more effectively lesson planning and better inform the strategies for learning and teaching.



- The school keeps its curriculum appropriately under review and uses data analysis to good effect in guiding the curriculum planning process. The curriculum at KS 3 is broad and balanced and meets well the needs of the pupils. Whilst the curriculum at KS 4 and post-16 meets the statutory requirements of the entitlement framework and provides very good levels of attainment, the pupils would benefit further from additional opportunities to study more Science Technology Engineering and Mathematics (STEM) related and language subject choices.
- The provision for careers education, information, advice and guidance (CEIAG) is effective. The pupils benefit from a well planned, coherent work-related learning programme which includes guidance interviews at key transition points, and a suitable range of career-focused events. The school has appropriately re-introduced work experience for all year 12 and 13 pupils; consequently, most of the pupils have a good knowledge of the options available to them and are empowered to make informed decisions about the most appropriate career path for them. Furthermore, the school's internal data indicates that they progress onto relevant career pathways when they leave school, with a high proportion progressing onto higher education. The provision for CEIAG is not sufficiently well enough embedded into the cross-curricular subject planning.

## **7. Leadership and management**

- The senior leadership team (SLT) is effective; there is a well-defined management structure with clear lines of accountability for middle managers and staff. The members of the SLT have a shared vision for school improvement and there are well-established and open channels of communication between pupils, teachers, parents and governors; these are used well to ensure the pupils achieve high standards.
- The middle leaders work collegially and to good effect to implement the whole-school improvement agenda through: well planned processes for self-evaluation and review; and developing further their leadership and management skills through appropriate professional self-development.
- Given the recent and significant changes in staffing, it will be important to build further, at all levels, the capacity of leadership and management and to evaluate the impact of improvement planning in learning and teaching, and curriculum provision, in order to meet more fully the current and future needs of all of the pupils.
- The school development plan<sup>3</sup> (SDP) is of a good quality and is informed well through effective consultation with the pupils, parents, teachers and the governors. The SDP priorities are focused appropriately on improvement planning and implementing curricular pathways to meet the needs of the pupils; it contains, however, too many targets and actions. In going forward, it will be important to rationalise the SDP to: more explicitly outline the priorities which are realistically achievable; streamline the actions to sustain improvement; and detail concisely the baseline targets and the qualitative and quantitative measures for improvement.

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<sup>3</sup> The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010

- The governors are very well-informed about the life and work of the school and the standards the pupils attain. They have a very good understanding of the strengths and areas for improvement of the school and they exercise their challenge function effectively to monitor and evaluate the standards attained by the pupils, the relevance of the curriculum provision and the effectiveness of the ongoing improvement work. Based on the evidence available at the time of the inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated.
- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education, but the following area needs to be addressed: to review the health and safety policy to ensure that risk assessments are in place for all school trips.
- In the meetings with the inspectors the pupils spoke very positively about their experiences in schools and indicated that they feel safe in school and know what to do if they are concerned about their safety or well-being.

## **8. Overall effectiveness**

The school 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 in:

- the provision for special educational needs; and
- implementing more effective differentiation in planning, learning, teaching and assessment to better meet the needs of all of the pupils.

## Examination performance and other statistical data

### GCSE and equivalent examination results from 2012-13 to 2014-15

Based on data held by the school in SIMS<sup>4</sup> and verified with ETI, the table below compares the percentage of year 12 pupils Ulidia Integrated College achieving five or more GCSE examinations and equivalent at grades A\* to C, and the percentage of pupils entitled to free school meals, with the NI average for non-selective schools in the same free school meals category<sup>5</sup>.

#### Data on year 12 (Key stage 4) performance:

<b>GCSE and GCSE equivalent subjects - *following permitted exclusions</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	96.5	100	88.0
<i>The NI average for similar schools in the same free school meals category<sup>6</sup></i>	<i>71.3</i>	<i>68.3</i>	<i>75.7</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	41.9	43.0	42.2
<i>The NI average for similar schools in the same free school meals category</i>	<i>44.4</i>	<i>42.9</i>	<i>51.7</i>
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	98.8	100	97.8
Percentage of Year 12 entitled to free school meals achieving 5 or more GCSEs Grades A* to C or equivalent (including GCSE English and GCSE Mathematics)	35.7	21.4	29.4

<sup>4</sup> SIMS: School Information Management System

<sup>5</sup> See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

<sup>6</sup> See benchmarking data and guidance contained in the DE Circular 2011/03: 'School Development Planning and Target-Setting'.

## OTHER EXAMINATION RESULTS AT KEY STAGE 4 FROM 2012-13 TO 2014-15

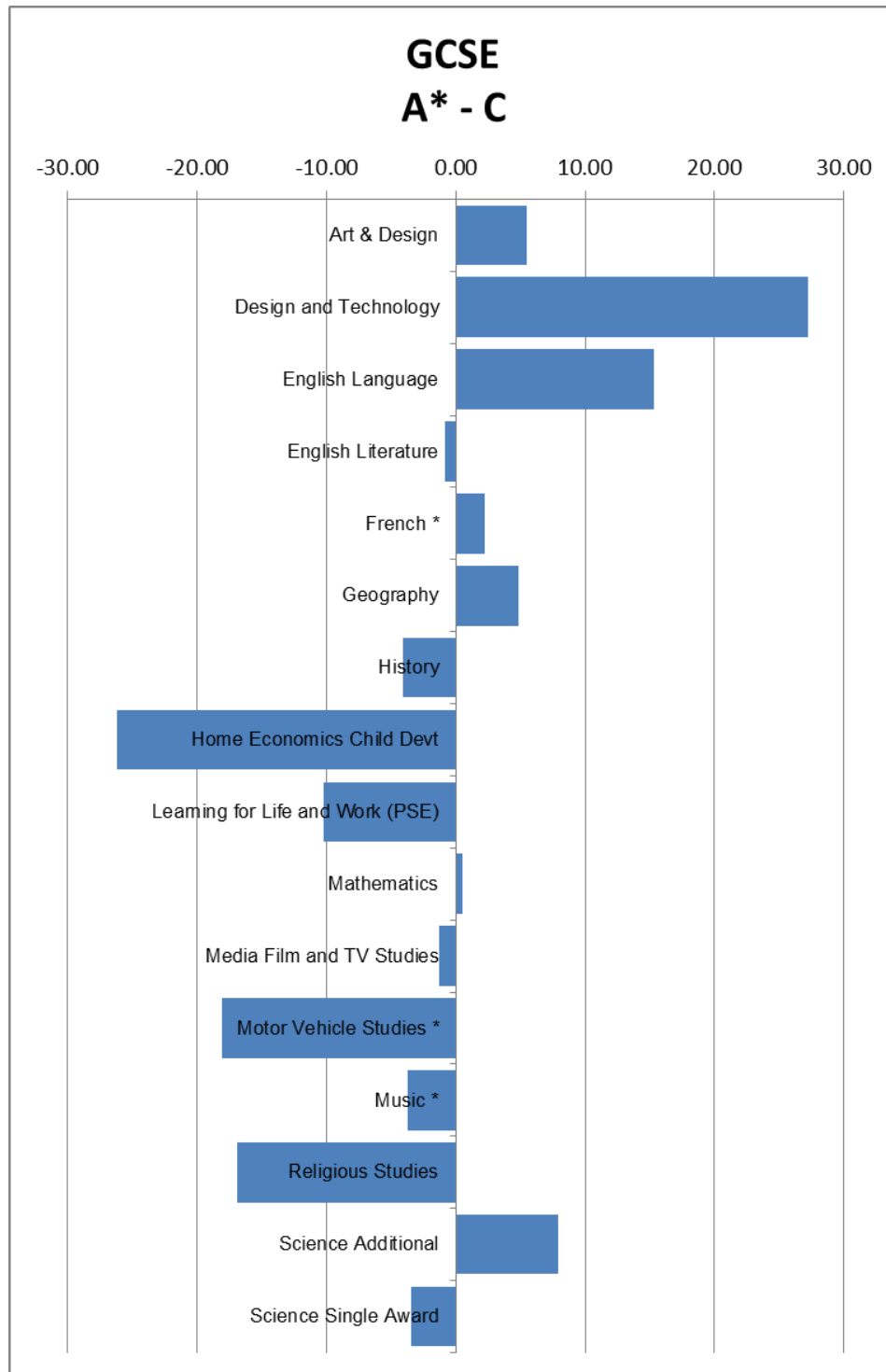
Based on data held by the school in SIMS and verified with ETI, the table below shows the percentage of year 12 pupils in Ulidia Integrated College achieving at grades A\* to C and A\* to E in vocational/applied courses equivalent to GCSE level. No average is available from the examining board(s) for the subjects in this table to facilitate comparison.

### Other level 2 courses taken in at least two of the last three years

Level 2	2013			2014			2015			Total entry over 3 years
	% pass			% pass			% pass			
Cumulative %	D* to D	D* to M	D* to P	D* to D	D* to M	D* to P	D* to D	D* to M	D* to P	
BTEC Health & Social Care	26.1	52.2	100	44.4	77.8	100	36	52	100	66
BTEC Performing Arts	81.3	95.8	100	83.9	100	100	40.9	81.8	100	101
BTEC ICT	75.8	91.2	100	45.1	78	100	27.9	70.9	100	268
BTEC Hospitality	29.2	62.5	100	33.3	50	100	13.3	20	100	51
BTEC Sport Studies	48.3	72.4	100	32.1	53.6	100	35.7	50	100	85
BTEC Science	5	10	100	0	0	100	0	6.3	100	52
BTEC Travel & Tourism	51.4	71.4	100	20	33.3	100	4.2	12.5	100	89
Essential Skill Communication	100			100			N / A			7

**Attainment of pupils in individual subjects at GCSE level at grades A\* to C from 2012-13 to 2014-15**

Based on data held by the school in SIMS and verified with ETI, the average over three years of the percentage of year 12 pupils achieving at GCSE level at grades A\* to C in individual subjects in Ulidia Integrated College is compared with the three-year NI average for similar pupils. A positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons between subjects should be treated with caution.



\*indicates fewer than 30 entries over 3 years

## GCE A level examination results at grades A\* to C from 2012-13 to 2014-15

Based on data held by the school in SIMS and verified with ETI, the table below shows the percentage of year 14 pupils in Ulidia Integrated College achieving three or more GCE A levels at grades A\* to C, and two or more GCE A levels at grades A\* to E. The table compares the percentage of pupils achieving three or more GCE A levels at grades A\* to C with the NI average for non-selective schools in the same free school meals category<sup>7</sup>

### Year 14 (A2) Performance:

GCE A Level or equivalent	2013	2014	2015
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	100	100	100
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	78.9	79.0	69.1
<a href="#">The NI average for similar schools in the same free school meals category</a>	46.4	44.0	61.6
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	100	100	100

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<sup>7</sup> See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

## OTHER EXAMINATION RESULTS: POST-16

Based on data held by the school in SIMS and verified with ETI, the tables below show the percentage of year 14 pupils in Ulidia Integrated College achieving grades A\* to C and A\* to E in vocational/applied courses equivalent to GCE A level. No average is available from the examining boards for the subjects in these tables to facilitate comparison.

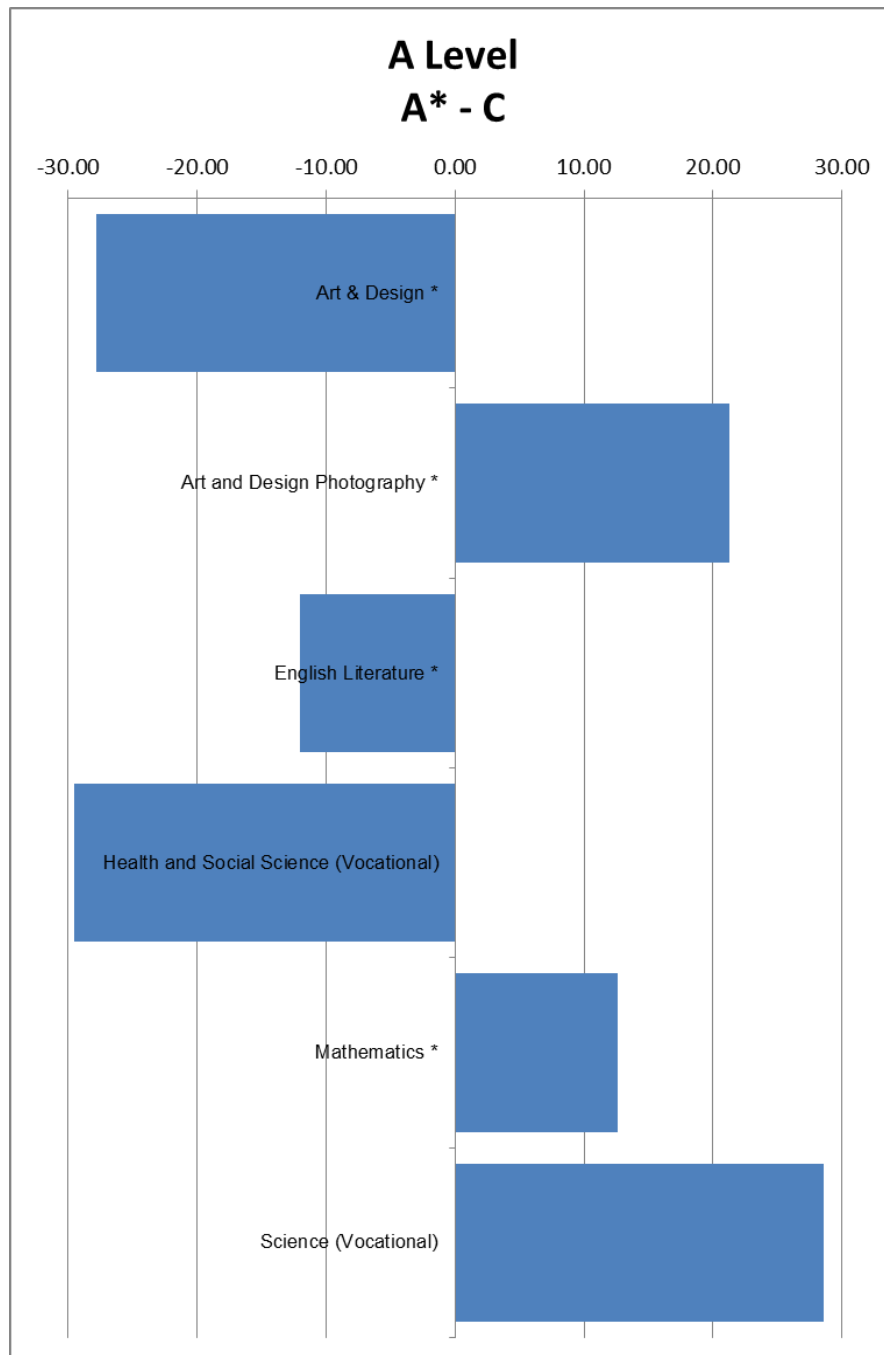
### Other level 3 courses taken in at least two of the last three years.

GCE Subject	2013		2014		2015		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
Science – Double Award	100	100	88.9	100	87.5	100	26
Moving Image Arts	80	100	80	100	91.7	100	27
Design & Technology (CLC)	N/A	N/A	100	100	100	100	2
Government & Politics (CLC)	100	100	N/A	N/A	100	100	2
Religious Education (CLC)	100	100	100	100	100	100	4
Photography (CLC)	N/A	N/A	100	100	100	100	2

Level 3	2013			2014			2015			Total entry over 3 years
	% pass			% pass			% pass			
Cumulative %	D* to D	D* to M	D* to P	D* to D	D* to M	D* to P	D* to D	D* to M	D* to P	
BTEC ICT (Single Award)	100	100	100	72	100	100	84	97	100	86
BTEC Performing Arts (Single Award)	75	100	100	100	100	100	50	75	75	16
BTEC Performing Arts (Double Award)	100	100	100	100	100	100	100	100	100	23
BTEC Sports Studies (Single Award)	100	100	100	100	100	100	100	100	100	8
BTEC Sports Studies (Double Award)	78	89	100	75	100	100	100	100	100	23
BTEC Travel & Tourism (Single Award)	N/A	N/A	N/A	64	100	100	50	100	100	23

**Attainment of pupils in individual subjects at GCE A level at grades A\* to C from 2012-13 to 2014-15**

Based on data held by the school in SIMS and verified with ETI, the average over three years of the percentage of year 14 pupils achieving at GCE level at grades A\* to C in individual subjects in Ulidia Integrated College is compared with the three-year NI average. A positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons between subjects should be treated with caution.



\*indicates fewer than 20 entries over 3 years



### Staying on rate

Based on data held and verified by the school with ETI, the table below shows the percentage of the pupils who stay on at Ulidia Integrated College from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for non-selective schools. This data is from the school census returns to the Department of Education for the most recent year for which data is available.

	<b>NI Average</b>	<b>School</b>
% Yr 12 staying on to Yr 13	52.93	55.3
% Yr 13 staying on to Yr 14	79.54	75.4

### Leavers' destinations

Based on data held by the school and verified with ETI, the table below shows the percentage of all of the pupils from Ulidia Integrated College who leave school to enter further education, higher education, work-based learning or employment, or are seeking employment compared with the average for non-selective schools.

	<b>2013/14 NI %</b>	<b>2013/14 School %</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Total number of leavers	98				
Employment	8.8%	8.2%			
Further Education	46.2%	43.9%	2	41	
Higher Education	21.1	35.7%			35
Work-based learning	16.9%	4.1%	0	0	
Unemployed	3.6%	7.1%			
Unknown	3.6%	1.0%			

**Accommodation**

There are significant limitations in the school accommodation<sup>8</sup> inhibiting provision of the most effective practice which include the:

- use of the library as a classroom;
- restrictions in the use of the Learning Support Centre;
- lack of fitness facilities and insufficient changing facilities for physical education and games;
- lack of a study centre for the sixth form; and
- limited shelter for pupils at break and lunch times in inclement weather.

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<sup>8</sup> It is noted the building plan is awaiting approval.

### Health and safety

There is a need for senior leaders to review the health and safety policy to ensure that individual risk assessments have actions and strategies on how the risks will be reduced.

- Risk assessments for the accommodation for physical education need to be reviewed and implemented to include the identification of specific risk and actions taken to minimise the risk of injury to pupils.
- Risk assessments need to be reviewed and implemented for all technology and design procedures and arrangements, workshop practice and the safe use of equipment and machines.
- There is open access to the school site, the school building and classrooms, which needs to be addressed.
- At the time of the inspection, one of the movable barriers controlling vehicle site access for security purposes was not operating.

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