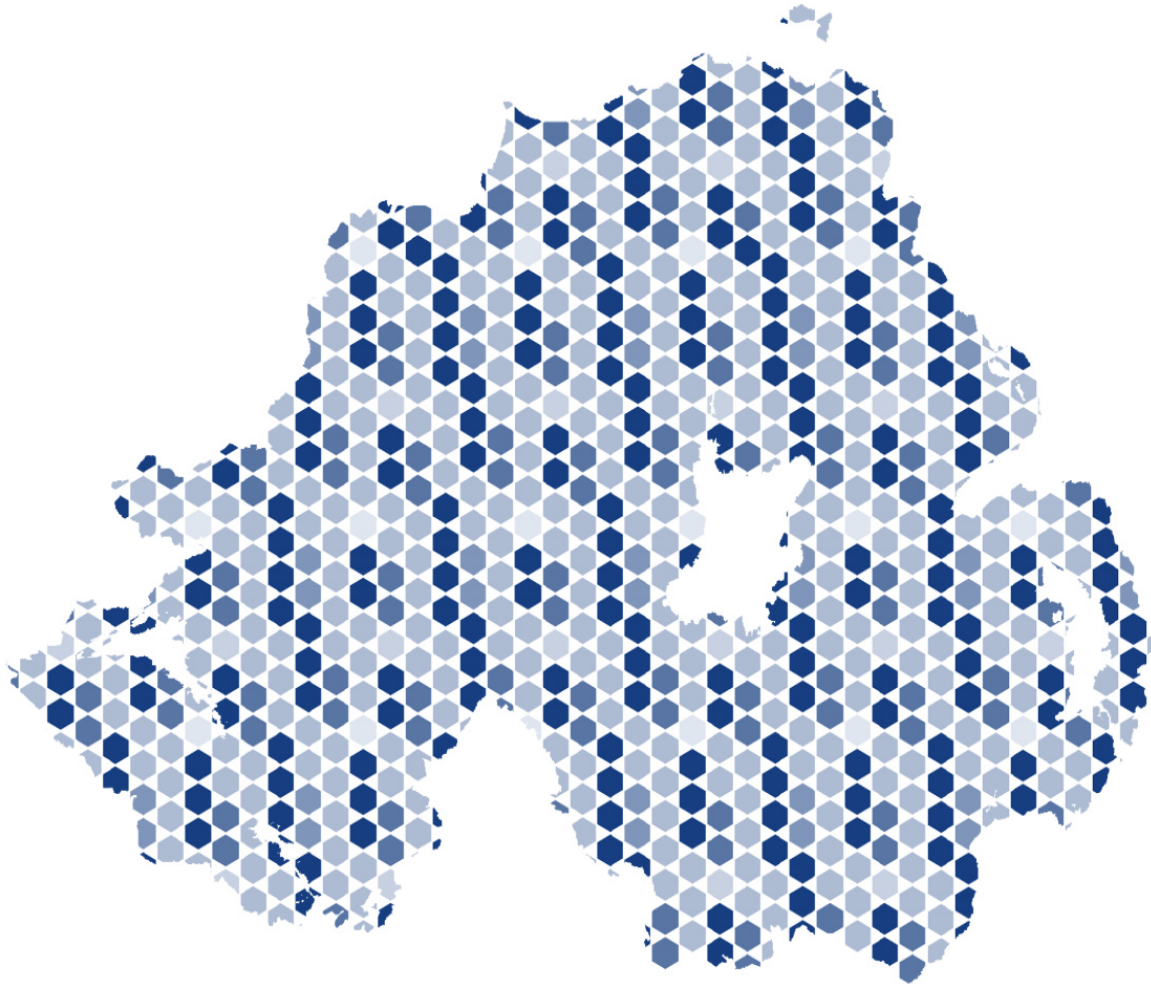


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's College,
Banbridge

Report of an Inspection
in January 2011

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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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

1. INTRODUCTION

1.1 SCHOOL CONTEXT

St Patrick's College is a maintained, co-educational, non-selective school catering for pupils from 11- 18 years of age. The school is located within Banbridge town and draws its pupils from the town and the surrounding rural area. In the previous three years the enrolment has declined slightly from 442 in 2008 to the current enrolment of 427, but has remained steady over the last two years. The Learning Support Centre (LSC) provides educational support for 39 pupils with statements of special educational need. The college has identified a further 44 pupils within mainstream classes who require additional support with aspects of their learning, eleven of whom have a statement of educational need. In addition, there are ten newcomer pupils. Approximately 27% of the pupils are entitled to free school meals. The number of sixth form pupils in the school has remained steady over the last three years, with 49 pupils currently enrolled. The Principal took up post in September 2009, joining two long-serving vice-principals to form the senior management team (SMT). The Board of Governors (governors) has sought approval to gain funding for a new school building, as the existing premises date back to 1958. At the time of inspection, two of the three learning support teachers, including the special educational needs co-ordinator (SENCO), and the head of English were unable to be in school due to unforeseen circumstances.

1.2 FOCUS OF THE INSPECTION¹

The inspection focused on:

- achievements and standards;
- learning and teaching;
- curriculum provision across a wide range of subjects with a particular focus in English, mathematics and art and design; and
- leadership and management at all levels across the school.

The inspection also focused on the provision for pastoral care and the arrangements for child protection; the provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life; progress towards the Entitlement Framework and the provision for careers education, information, advice and guidance (CEIAG); the provision for information and communication technology (ICT) across the curriculum and the approach to promoting healthy eating and physical activity. In addition, there was a short specialist visit to music which contributed to the overall inspection findings. The views of the pupils, parents, teachers, support staff and governors were also taken into account.

2. OVERALL FINDINGS OF THE INSPECTION

In the areas inspected, the quality of education provided by the school is satisfactory. The inspection has identified areas for improvement in standards and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively. The Education and Training Inspectorate (Inspectorate) will monitor and report on the school's progress in addressing the areas for improvement.

¹ The key questions and quality indicators which guide inspection and self-evaluation in post-primary schools are available in the Inspectorate's 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>

2.1 The main strengths of the school include the:

- very good, courteous behaviour of the vast majority of the pupils;
- very good working relationships between the staff and the pupils observed during the inspection;
- quality of teaching and learning, which in four-fifths of the lessons was good or better;
- good, or better, quality of provision, including the effective leadership and management in art and design, mathematics and music; and
- effective links with external agencies to support the needs and development of the staff and most of the pupils.

2.2 The main areas for improvement are the need:

- to reverse the recent decline in the standards attained by the pupils; and
- to develop the cohesion of the SMT in order to strengthen the strategic leadership and management of the school.

A summary of the main findings for the specialist subject areas under focus can be found in Appendix 1.

3. THE VIEWS OF PUPILS, PARENTS, TEACHERS, SUPPORT STAFF AND GOVERNORS OF THE SCHOOL

3.1 The arrangements for the inspection included the opportunity for the parents, teaching and support staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the governors and groups of pupils from years 8, 10, 12, 13 and 14 ².

3.2 The responses from the parents indicated that they appreciate the supportive and responsive teachers when dealing with problems, the friendly environment provided for their children and the efforts made by the staff to ensure that their children are happy and well settled at school. Half of the parents who responded expressed concerns including the poor quality of the school building, the insufficient quantity of homework set for their children, the lack of opportunities for their child to study languages and the variation in the quality of teaching across the school.

3.3 The majority of the teachers and almost all of the support staff reported that they feel valued by the Principal and management and that management promotes the welfare of staff. All of the support staff reported that they liked working in the school and that management promote the care and welfare of the pupils.

² The number of questionnaires issued and returned, and the number containing comments are shown in appendix 2.

3.4 Most of the teachers and about half of the support staff felt that the senior managers did not operate effectively as a team and that there was ineffective communication across the school at all levels.

3.5 The school governors expressed strong support for the work of the school. In particular, they commented on the well-behaved, courteous pupils and on the commitment of the staff to supporting the pupils in their learning. They value highly the links with the local community and the local primary schools. They reported that they were well-informed of the work of the school, including the recent changes in the curriculum provision, the standards the pupils achieve and the school's financial situation.

3.6 The pupils talked positively about the friendly atmosphere throughout the school and they reported their appreciation of the help and support they receive from their teachers. They are fully aware of what to do if they have any worries about their safety, care and well-being.

3.7 The Inspectorate has reported to the Principal, and representatives of the governors, the significant areas of concern emerging from the questionnaires and the discussions; where relevant the issues raised are commented on within this report.

4. KEY FINDINGS OF THE INSPECTION

4.1 ACHIEVEMENT AND STANDARDS

The pupils are motivated, articulate and co-operate well with their teachers and each other. Their behaviour is almost always exemplary. They can work independently and contribute to the organisation of their learning. In most classes when teachers set realistically high expectations and monitor the work effectively, the pupils present their work to a high standard.

In 2010, over four-fifths of the pupils in year 12 were entered for five or more subjects at General Certificate of Secondary Education (GCSE) level with approximately one-half achieving five or more GCSEs at grades A*-C. While this is just below the average for similar non-selective schools in Northern Ireland (NI), there is an improving trend.

In two of the last three years, the proportion of pupils obtaining five or more subjects at GCSE at grades A*-C including English and mathematics was average for similar schools. In 2010, the results dropped sharply, to significantly below the average for similar schools. In a majority of subjects, the standards achieved at A*-C are within or above five percentage points of the corresponding three-year NI averages. While entry numbers are small, there are good results in an appropriate range of Business and Technology Education Council programmes.

The school has been proactive in broadening the curriculum at key stage (KS) 4 and sixth form to provide more appropriate pathways for the pupils; the pupils attain well in most of the applied courses on offer.

At General Certificate of Education (GCE) Advanced (A) level, the proportion of pupils achieving two or more GCEs grades at A-E is average for non-selective schools.

The school has identified the need to maintain and raise further the levels of attainment in public examinations and has recently implemented an individual pupil target setting programme at KS4. The inspection findings confirm that this is an appropriate area for on-going development.

Those pupils with special educational needs (SEN) within the mainstream classes make good progress in their learning and attain accreditation at an appropriate level across a range of subjects. The pupils with special educational needs in mainstream classes, in addition to studying the core and optional subjects, can also choose to take courses in digital media, creative crafts and fashion. Approximately 10% of year 12 pupils are involved in a pilot internal reading support programme which has been very successful in supporting those pupils who experience difficulty in this key aspect of their learning. There are plans to make this programme available to all pupils throughout the school who require additional literacy support.

Learning support staff have recognised the need to continue to develop further the assessment and monitoring of the progress of pupils with special educational needs and have begun to implement new assessment methods to establish their learning needs. The school has produced a comprehensive draft inclusion and special needs policy that will be available to all staff for consultation shortly.

More information about the results achieved in public examinations is given in Appendices 3 and 4.

4.2 PROVISION FOR LEARNING

The teaching, learning and assessment in the provision observed is good.

4.2.1 STANDARDS OF TEACHING AND LEARNING

The quality of the teaching observed during the inspection ranged from satisfactory to outstanding. In over one-half of the lessons observed, the teaching was good, with a further one-third of lessons observed being very good or outstanding.

In the best practice, the teachers' planning was thorough and identified the intended learning through well-structured lessons which built on the pupils' previous learning. The planning was well-matched to the ability of all of the pupils, with a good use of stimulus material to engage and motivate. There was appropriate pace and challenge arising from the teachers' high expectations and assessment for learning strategies, including effective questioning, were used very well.

In the less effective practice, in approximately one-fifth of the lessons observed, there was a lack of clarity about the intended learning and limited pupil engagement arising from over direction by the teacher; furthermore too much use of closed questioning resulted in only a limited response from the pupils. In addition, the plenary did not encourage pupils to reflect and consolidate their learning and, consequently, teachers did not assess the extent of the pupils' learning.

There is variation in the quality of the feedback provided for the pupils on how to improve their work. The inspection findings highlight the need to share and develop the very good learning and teaching practice which exists in the school and to develop a whole-school approach to assessment for learning, in particular, with regard to marking for improvement.

Despite the limited ICT resources available to the teachers, there is good use made of ICT in a limited number of areas of learning to support and extend the pupils' learning opportunities. The development of a coherent, planned programme for the development of the pupils' ICT skills is required to ensure that pupils have access to a curriculum which builds effectively on their prior learning in ICT. The ICT coordinator has made a good start in establishing a virtual learning environment (VLE) which has the potential to improve the overall quality of teaching and learning.

The quality of provision for those pupils with special educational needs is good. The school provides for 39 pupils with moderate learning difficulties within the Learning Support Centre (LSC) which is staffed by three teachers and three classroom assistants. The pupils are taught English, maths and religious education within the LSC and are well integrated with their peers in the mainstream classes for other subjects with good additional support provided by the classroom assistants.

The SENCO is developing individual education plans (IEPs) for those pupils who have special educational needs, in collaboration with other SENCOs within the area learning community. The teachers use the IEPs effectively to inform planning and teaching and to implement strategies to support pupils to overcome barriers to learning. The classroom assistants have good working relationships and knowledge of the pupils and play a significant role in supporting them, working collaboratively with teaching staff.

For those pupils who are at risk of disengaging from education and dropping out of school, the school needs to develop further ways of identifying their needs and creating strategies to include and retain them. It is timely that the school is putting in place arrangements to monitor the educational progress of pupils who are currently in alternative education provision offsite by ensuring they are visited by staff on a regular basis.

The school welcomes, includes and provides satisfactory support for ten newcomer pupils from three different countries.

4.2.2 CURRICULUM PROVISION

The learning experiences, programme and activities provided are effective in meeting the needs of the pupils and serve the wider community well.

The progress made by the school in preparation for the implementation of the Entitlement Framework in 2013 is good. The Principal, SMT and the Area Learning Community co-ordinator are committed to the rationale which underpins the aims of the Entitlement Framework. In recent years, the school has made very good progress in extending appropriately the curricular offer at KS4 and are beginning to extend the post-16 provision; they have achieved a good balance between applied and general subjects and pathways. Through effective collaboration with, and active involvement in, the Banbridge Area Learning Community, the school provides a suitably broad and balanced curriculum at KS4 for all of the pupils, which is relevant to their interests, abilities and career aspirations. The Principal, the Area Learning Community co-ordinator and the special needs co-ordinator meet regularly to discuss the suitability and potential uptake of the courses on offer, the quality of the provision and to plan for further development.

The provision and teaching observed in the LSC is good, with well planned lessons and resources that engages the pupils and addresses their needs. The pupils achieve well in relation to their ability in a selection of appropriate vocational and general courses. Through the Shared Education Programme and in collaboration with Donard Special School, Banbridge High School and the Southern Regional College the school is extending further

the curriculum choice to address better the specific needs of the LSC pupils. The programme is accredited and the range of courses available includes animal care, digital media, fashion and the Prince's Trust XL programme; there are plans to introduce further courses next year. The pupils undertake work experience placements and well-planned careers information, advice and guidance programme assists them in choosing appropriate career pathways.

4.2.3 PASTORAL CARE

The quality of the arrangements for pastoral care is satisfactory. There is a friendly ethos and a strong sense of community within the school. The teachers are committed to the welfare of the pupils and the induction processes are comprehensive. The school has very good liaison with external agencies and the pupils develop their personal and social skills effectively through extra-curricular activities and events.

The implementation of the current code of conduct for pupils does not promote a sufficiently consistent approach to positive behaviour at all levels across the school and does not address the high levels of pupil suspension. Similarly, the use of self-evaluation is not sufficiently systematic, it does not adequately inform the strategic development of the pastoral care provision within the school and needs to be developed to ensure that the pastoral provision supports the pupils more effectively in achieving better standards, in particular, at GCSE level.

4.2.4 SAFEGUARDING

The school has very good, comprehensive arrangements in place for safeguarding pupils. These arrangements reflect the guidance issued by the Department of Education.

4.2.5 CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

The quality of the provision for CEIAG is very good. There is a significant commitment by senior management to a supportive and well-resourced programme of employability and careers provision throughout the school. The head of careers is enthusiastic, highly skilled and has developed a coherent careers programme, focused on the progressive development of the pupils' skills and personal qualities, to make informed, sensible and realistic decisions at key transition points. There are effective links with external agencies to support the careers programme. The school has begun to use the VLE to improve and extend the range of guidance material available to the pupils and parents.

4.2.6 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives good attention to promoting healthy eating and physical activity, for example the health projects with the Southern Investing for Health Partnership and taster day. The school has identified the need to establish a School Nutrition Action Group to take forward food and nutrition issues by devising a Food in School Policy and action plan to facilitate a co-ordinated approach to healthy eating in school.

5. LEADERSHIP AND MANAGEMENT

5.1 In the leadership and management across the school, as a whole, there are more strengths than weaknesses. However, the leadership and management provided by the SMT are fragmented as a result of ineffective communication. The roles and responsibilities of the two vice Principals lack clarity, consequently there is insufficient accountability of their

work and the Principal has been unable to capitalise effectively on their substantial expertise and experience. The Principal has identified communication as a matter requiring urgent attention and is seeking external support to develop a collegial, systematic approach to the senior leadership of the school. This is appropriate and timely given the findings of the inspection.

5.2 The recently appointed Principal has made a satisfactory start to school improvement in building on the self-evaluation and school development planning processes already in place. The staff have benefited from professional development provided by the Curriculum Advisory and Support Service of the Southern Education and Library Board on the use and analysis of quantitative data to inform target setting. In addition, a common format has been introduced for Heads of Department to record each department's analysis of performance against targets and the strategies, including the necessary staff development, to achieve those targets. All subject departments engage in the self-evaluation of the effectiveness of their teaching and consider the findings when preparing their department action plans. Although the Principal monitors the quality of the action plans, the teachers do not receive adequate feedback regarding the appropriateness of the actions, or the extent to which the actions can be supported by resources. While the school development plan (SDP) is posted on the school website for consultation by parents, it needs to be presented more accessibly to elicit meaningful responses; similarly, strategies to seek the views of pupils are not well developed and should be considered through, for example, the student council which the school plans to set up.

The school's SDP process has some strengths including a developing commitment to the monitoring and evaluation of the pupils' attainments and experiences. The areas for improvement include the need to review key policies and to improve the effectiveness of consultation with pupils, parents, staff and other organisations in order that the SDP meets fully the requirements of the School Development Plans Regulations (Northern Ireland) 2005.

The Board of Governors provide very good support for the Principal and demonstrate high levels of commitment to the life and work of the school. They are aware of school developments; in particular the standards achieved by the pupils, and play an important role in informing and supporting the strategic direction of the school.

The heads of department, and others in middle management roles, provide good leadership of their respective areas of responsibility. The Principal has demonstrated a commitment to developing further the capacity of this management tier and appropriate professional development has been undertaken in direct response to the school's development priorities. However, communication between those who hold responsibility for key aspects of the school's work is unsystematic, with insufficient opportunities for consultation among the staff to enable them to make a meaningful contribution to whole school improvement.

Special needs are afforded a suitable priority and there is effective liaison with the outside agencies who offer support to the pupils who have special educational needs. The SEN staff are developing good systems to monitor and evaluate the progress of the pupils and to use data effectively to inform learning and teaching. The LSC teacher has been effective in managing the classroom assistants and undertaking duties, in the absence of the SENCO.

At the time of the inspection, a significant number of substitute teachers was employed both on a long term and short term basis; the arrangements for the induction and support of these teachers require urgent review.

Having inherited a significant financial deficit, the Principal has put in place prudent strategies to improve the school's financial position. Within budgetary constraints the school deploys its financial resources appropriately, providing pupils with a suitably broad and balanced curriculum and makes effective use of available resources.

6. **CONCLUSION**

In the areas inspected, the quality of education provided by the school is satisfactory.

In most of the areas inspected the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in standards, and leadership and management which need to be addressed if the needs of all the pupils are to be met more effectively. The Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the pupils and the staff.

SUMMARY OF THE MAIN FINDINGS FROM THE AREAS UNDER FOCUS

English

The quality of provision in the English department is satisfactory.

The strengths of the work include:

- the mutually respectful relationships in almost all the classes observed;
- the quality of the teaching observed, most of which was good or very good;
- the teachers' detailed planning for KS3 classes;
- the good standards achieved in the external KS3 assessments; and
- the collegial ethos within the department, fostered by the Head of English.

The area for improvement is the need to:

- analyse and use data more effectively in order to monitor and evaluate the pupils' progress, improve planning and raise the low standards attained in GCSE examinations.

Art and Design

The provision in Art and Design is very good.

The strengths of the work include:

- the consistently very good outcomes in public examinations achieved by the pupils in art and design;
- the quality of the teaching observed, nearly all of which was very good;
- the inclusive ethos and the excellent rapport between the teachers and the pupils in all of the lessons observed;
- the very effective support provided for pupils with special educational needs;
- the very effective use by the teachers of the pupils' end of unit evaluations to inform planning and improve learning and teaching; and
- the very effective leadership provided by the Head of Department competently supported by the second teacher in the department.

Mathematics

The quality of provision in mathematics is good.

The strengths of the mathematics provision include:

- the good working relationships between the pupils and the teachers;
- the good levels of individual support provided for the pupils;
- the quality of teaching which was good or better in most of the lessons observed;
- the standards achieved by pupils in public examinations;
- the effective recording and analyzing of performance data; and
- the enthusiasm and management of the Head of Department.

The areas of improvement include the need:

- to develop monitoring and evaluation strategies, including self-evaluation, in order to improve further the quality of the pupils' experiences, particularly the level of mathematical thinking arising from the teachers' questioning.

QUESTIONNAIRE DATA

	Number issued	Number returned	Percentage returned	Number with comments
Parents	112	24	21%	16
Teachers	30	23	77%	9
Support Staff	15	12	80%	3

STATISTICAL INFORMATION

- 1.1 i. School: St Patrick's College
 ii. School Reference Number: 523-0076
 iii. Age Range: 11-18
 iv. Status: Catholic Maintained
 v. Date of Inspection: W/C 17/01/11
 vi. Area of Study: Standard Inspection

1.2 Intake/Enrolment

School Year	2006/07	2007/08	2008/09	2009/10	2010/11
Year 8 Intake	74	81	84	66	65
Total enrolment	437	440	442	427	427

1.3 Attendance

Year 20098/10	8	9	10	11	12	13	14	Average 2009/10	NI Average 2008/09
% Attendance	91.2	89.7	86.4	86.9	85.7	91.1	89.5	89	91

- 1.4 i. Total Number of Teachers: 32.982 iii. Contact ratio (percentage of timetabled time in direct class contact): 0.67
- ii. PTR (Pupil/Teacher Ratio): 12.947

Year 2010/11	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	37	46	42	41	52	13	6	237
Enrolment: Girls	28	25	40	40	27	18	12	190
Enrolment: Total	65	71	82	81	79	31	18	427
PTR	0	0	0	0	0	0	0	

- 1.5 Staying On Rate (2008/09) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	36.9	NI Av Year 13	44.3
Year 14	17.5	NI Av Year 14	30.6

1.6 Leavers' Destinations

2008/09	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	42		33	
Another School	5%	12.8	0%	2.2
Employment	38%	5.7	6%	11.6
Full-time Further Education	40%	46.6	48%	27.6
Full-time Higher Education	N/A	N/A	30%	45.5
Full-time Training	10%	27.5	3%	5.2
Seeking Employment/Unemployed	0%	3.8	0%	4.5
Unknown/Long Term Sick/Pregnant	7%	3.5	12%	3.3

1.7 NAME OF SCHOOL: St Patrick's College, Banbridge

SCHOOL YEAR: 2010/2011

GCSE	2008	2009	2010
Percentage of Year 12 taking GCSE in at least 5 subjects	83.3	78.9	82.5
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	43.33	47.37	48.75
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	27.78	29.82	17.5
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	81.11	75.4	81.25
GCE A2 Level or equivalent	2008	2009	2010
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	22	7.14	29.41
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	88.89	92.86	94.12

EXAMINATION RESULTS

Table showing the GCSE and subject results over the previous three years ending in June 2010, in comparison with the respective Northern Ireland (NI) averages

Table 1

	More than 10 percentage points above	Between 5 and 10 percentage points above	Within 5 percentage points	Between 5 and 10 percentage points below	More than 10 percentage points below
GCSE A*-C	Information Technology Learning for Life and Work (PSE) Spanish*	Additional Mathematics Drama* Music* Polish*	Additional Mathematics** Art and Design Geography* Mathematics Religious Studies	Home Economics Irish Office Technology Single Award Science	Business Studies* Design and Technology English English Literature French History Motor Vehicle Studies Sport (PE) Studies
GCSE A*-E	Geography* Learning for Life and Work (PSE)	Art and Design Information Technology Mathematics Music*	Additional Mathematics Additional Science Drama* English Literature Home Economics Polish* Religious Studies Single Award Science Spanish	English History Irish Office Technology	Business Studies* Design and Technology French Motor Vehicle Studies Sport (PE) Studies
GCE A Level A-C		Art and Design***			Biology*** English Literature*** Geography*** History*** Mathematics*** Religious Studies***

* Denotes subjects which had a total entry of less than 30 pupils over 3 years.

** Denotes subjects offered at GCSE level to year 13 pupils only.

*** Denotes subjects which had a total entry of less than 20 pupils over 3 years.

NOTE: GCE A* grade applies from 2010.

Table showing the spread of the NI subject averages which have been used in the determination of Table 1.

Table 2

	100% - 96%	95% - 86%	85% - 76%	75% - 66%	65% - 0%
GCSE A*-C		Polish	Additional Mathematics Art and Design Drama Information Technology Music	Additional Science English Literature Irish	Business Studies Design and Technology English French Geography History Home Economics Learning for Life and Work (PSE) Mathematics Motor Vehicle Studies Office Technology Religious Studies Single Award Science Spanish Sport (PE) Studies
GCSE A*-E	Drama English Literature Polish Sport (PE) Studies	Additional Mathematics Additional Science Art and Design English French History Home Economics Information Technology Irish Learning for Life and Work (PSE) Music Office Technology Religious Studies Single Award Science Spanish	Business Studies Design and Technology Geography Mathematics Motor Vehicle Studies		
GCE A Level A-C		Art and Design English Literature Geography History Mathematics Religious Studies	Biology		

NOTE: GCE A* grade applies from 2010.

OTHER RESULTS

Subject (GCSE level)	2010		Total entry over 3 years
	%A*-C	%A*-E	
BTEC Engineering	36.4	81.8	11
BTEC Media	33.3	100	3
BTEC Music	100	100	9
BTEC Retail	75	88	16
BTEC Travel and Tourism	80	100	5

OTHER RESULTS

Occupational Studies (Double Award)	No of pupils entered	% A*-C (Level 2)	% D-E (Level 1)	% First Skills - Entry Level 3	% First Skills – Entry Level 3
2008	29	55	38	4	3
2009	17	29	59	12	0
2010	29	41	45	7	7

Occupational Studies (Single Award)	No. of pupils entered	% A*-C (Level 2)	% D-E (Level 1)
2010	5	40	60

ACCOMMODATION AND HEALTH AND SAFETY

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