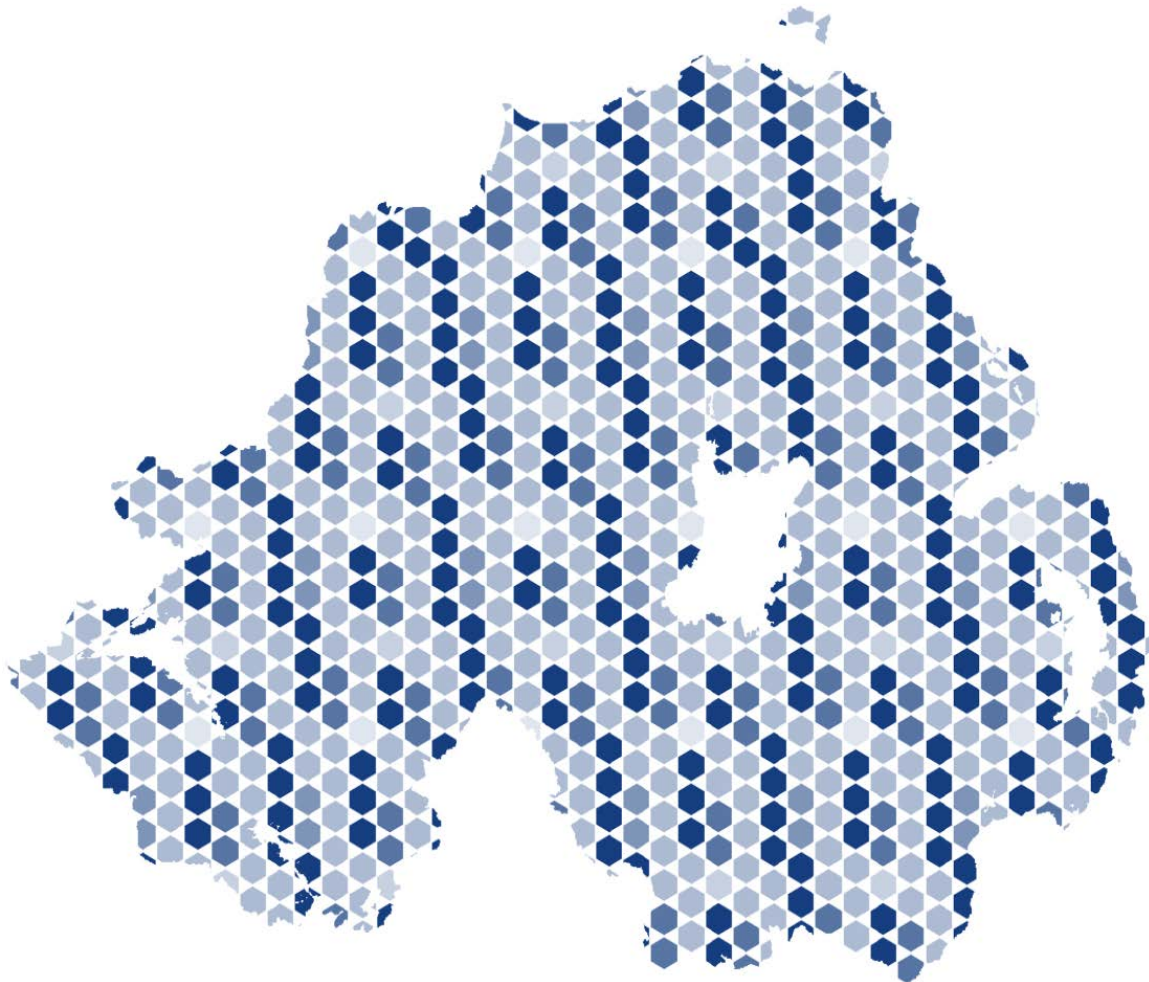


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Strabane Academy

Controlled, co-educational, 11-18, selective
all-ability school

Report of a Baseline Inspection
in November 2012

CONTENTS

Section		Page
1.	INTRODUCTION Including the overall finding of the inspection	1
2.	ACHIEVEMENTS AND STANDARDS	2
3.	PROVISION FOR LEARNING	4
4.	LEADERSHIP AND MANAGEMENT	6
5.	CONCLUSION	8
 APPENDICES		
	APPENDIX 1 PERFORMANCE & STATISTICAL DATA	
	APPENDIX 2 SUMMARY OF MAIN FINDINGS: English, mathematics and science	
	APPENDIX 3 ACCOMMODATION AND/OR HEALTH AND SAFETY	

CONTEXT OF THE INSPECTION (METHOD)

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 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>.

Inspectors scrutinised documentation and the pupils' written work and held formal and informal discussions with pupils, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with groups of pupils from years 8, 12, 13 and 14; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Data on the questionnaire returns is shown in the table below.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	134	42	31%	21
Teachers	47	47	100%	32
Support Staff	24	16	67%	11

QUANTITATIVE TERMS

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 (Inspectorate) use the following performance levels (grades) in reports:

Performance Level	Descriptor
Outstanding	Outstanding characterised by excellence
Very Good	Consistently good; major strengths
Good	Important strengths in most of the provision. Areas for improvement which the school has the capacity to address
Satisfactory	Overall sound/satisfactory but with areas for improvement in important areas which need to be addressed
Inadequate	A few strengths; significant areas for improvement which require prompt action
Unsatisfactory	Poor; major shortcomings which require urgent action

1. INTRODUCTION

1.1 CONTEXT OF THE SCHOOL

Strabane Academy opened in September 2011 as a result of the merger of the 11-16 non-selective Strabane High School and the 11-18 selective Strabane Grammar School. The school operates on two sites, the Liskey Road campus situated just south of the town and the Derry Road campus at the north end of the town. Strabane Academy is a selective school operating bilateral admissions arrangements; it draws almost all of its pupils from the town and surrounding rural areas within a radius of 10 miles. Approximately one-fifth of the 652 pupils are in the sixth form.

Strabane Academy is the first merger of a controlled selective and a controlled non-selective school in recent times. When both schools agreed to the merger, there was an expectation that a new school building would be provided to accommodate all of the pupils on a single site. Currently, years 8, 13 and 14 are taught on the Liskey Road campus, while each of the other year groups is split between campuses. Next year, key stage (KS) 3 pupils will be on the Derry Road campus and KS4 and post-16 pupils will be on the Liskey Road campus.

Strabane Academy	2011/12	2012/13
Year 8 Intake	90	100
Enrolment	666	652
% Attendance (NI Average)	92 (95)	N/A (N/A)
FSME Percentage	23	23
% (No) of pupils on SEN register	24 (159)	21 (137)
No. of pupils with statements of educational needs	21	22
No. of newcomers	*	5
Intake		
% of Y8 pupils with L5 English	30	33
% of Y8 pupils with L5 mathematics	48	45
% of Y8 pupils with L4 and above in English	82	83
% of Y8 pupils with L4 and above in mathematics	79	83

Source: data as held by the school.

* fewer than 5

1.2 FOCUS AND SCOPE OF THE INSPECTION

As Strabane Academy is a newly-formed school, the inspection was conducted as a baseline inspection which examined the effectiveness and implementation of the merger plans. It also focused on achievements and standards, learning and teaching, curriculum provision and on leadership and management across the school as a whole.

Specialist inspectors paid particular attention to English, mathematics and science provision, and provided detailed oral feedback to the teachers in these areas; a summary of the findings is reported in Appendix 2.

The inspection also focused on: the provision for pastoral care and the arrangements for child protection and safeguarding; the provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life; the provision for careers education, information, advice and guidance (CEIAG); and the progress towards the entitlement framework.

1.3 OVERALL FINDINGS OF THE INSPECTION

Overall Performance Level	Satisfactory
Achievements and Standards	Satisfactory (KS4) Inadequate (post-16)
Provision for Learning	Satisfactory
Leadership and Management	Good

2. ACHIEVEMENTS AND STANDARDS

2.1 The overall standards achieved by the pupils are satisfactory at KS4 and inadequate at post-16¹.

KEY FINDINGS

The pupils are confident and have a positive disposition to learning. When given the opportunity, they work well together and contribute enthusiastically to class discussions; they can demonstrate that they have developed independent learning skills. By sixth form, the pupils can effectively assume the leadership roles that have been assigned to them.

Data on Year 12 (KS4) performance²

GCSE and GCSE equivalent subjects - *following permitted exclusions	Strabane High School ³ 2010	Strabane High School 2011	Strabane Academy Non-selective stream 2012
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	-	-	98
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	43	41	33
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>Below average</i>	<i>Below average</i>	<i>Well below average</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	25	22	22
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>Below average</i>	<i>In line with the average</i>	<i>In line with the average</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	-	-	84
Percentage of FSM entitled school leavers achieving 5 or more GCSEs Grades A*-C or equivalent (including GCSE English and GCSE Mathematics)	0	-	13

¹ For additional performance data in public examinations, including in vocational subjects, see Appendix 1

² For the purposes of comparing the three-year trends against appropriate NI averages, the pupils taught on each site have been collated with the respective year 12 cohorts in the two separate schools.

³ In 2010, Strabane High School had 36.0% of its pupils entitled to free school meals; in 2011, the percentage was 40.6%.

GCSE and GCSE equivalent subjects - *following permitted exclusions	Strabane Grammar School⁴ 2010	Strabane Grammar School 2011	Strabane Academy Selective stream 2012
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	-	-	100
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects	96	88	95
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>Well above average</i>	<i>Below average</i>	<i>Above average</i>
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and GCSE Mathematics	95	86	93
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>Well above average</i>	<i>Below average</i>	<i>Above average</i>
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	-	-	98
Percentage of FSM entitled school leavers achieving 5 or more GCSEs Grades A*-C or equivalent (including GCSE English and GCSE Mathematics)	100	-	86

Source: Data as held and verified by the school, with DE benchmarks⁵.

The standards that the pupils attain at General Certificate of Secondary Education (GCSE) level are overall satisfactory. In the non-selective stream, the proportions of pupils achieving five or more subjects at grades A*-C have been below the average for similar non-selective schools, while when English and mathematics is included, the proportions have been generally in line with the low NI average. In the selective stream, the proportions of pupils achieving seven or more grades A*-C, and seven or more grades A*-C including English and mathematics, dropped in 2011 but generally has been above the average for similar selective schools.

Taking the full cohort of the year 12 pupils last year, the percentage achieving five or more subjects at grades A* to C, including English and mathematics, was 59%. This was in line with the overall NI percentage for all year 12 pupils.

The performance of just under one-half of the individual GCSE subjects over the past three years, at grades A*-C, and grades A*-B respectively, is above the corresponding three-year NI average. When grades A*-C are considered for both streams, over half are above the NI average. In approximately one half of the common subjects taken by pupils on each campus, there is a difference in the respective performances, for example, above the NI average on one campus and below on the other one.

Most of the pupils who require additional support make good progress in their learning and are successful in public examinations by the end of KS4.

To move the merger forward more effectively, the teachers need to benchmark the whole year 12 as one cohort, while maintaining appropriate individual target setting that leads to all pupils achieving their full potential. Appropriately the school is placing an emphasis on tracking and target setting at individual teacher and departmental level.

⁴ In 2010, Strabane Grammar School had 12.3% of its pupils entitled to free school meals; in 2011, the percentage was 12.8%.

⁵ DE Circular 2011/03: 'School Development Planning and Target-Setting'.

Data on Year 14 (A2) performance:

GCE A Level or equivalent	Strabane Grammar School 2010	Strabane Grammar School 2011	Strabane Academy 2012
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	-	-	96
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	63	59	63
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>Well below average</i>	<i>Well below average</i>	<i>Well below average</i>

Source: Data as held and verified by the school.

Overall, the standards attained by the pupils at General Certificate of Education (GCE) Advanced (A) Level are inadequate. In the sixth form, almost all of the pupils are entered for three or more A levels and just over three-fifths attained grades A* to C in three or more subjects over the past two years. The proportions of pupils achieving three or more subjects at grades A*-C have been well below the average for similar schools. Most of the pupils in year 14 progress from A Level study into higher education.

To move the merger forward more effectively, there is a need to raise standards achieved by the pupils at post-16.

3. PROVISION FOR LEARNING

3.1 The quality of the provision for learning is satisfactory.

KEY FINDINGS

3.1.1 The quality of the provision for learning, teaching and assessment is satisfactory.

The provision in English, mathematics and science is satisfactory⁶.

The subject departments have begun to develop their planning for year 8 in order not only to meet the needs of all the pupils in the cohort, but also to provide a first step in the progression of skills and knowledge. The quality of the short-term planning is varied and needs to move beyond an emphasis on resources to a greater understanding of the abilities of the pupils and their prior learning. On occasions, teachers needed to plan for greater challenge in order to raise expectations for what the pupils achieve.

The quality of the learning and teaching observed ranged from outstanding to inadequate: a majority was good or better; just under one-third of lessons were not good enough.

In the more effective practice: the questioning was effective, providing challenge and eliciting well-considered responses; the learning was well planned, matched to the pupils' abilities and built on their previous learning; a variety of learning strategies were used judiciously; and, the teachers had high expectations of what the pupils can achieve.

In the less effective practice: the lessons were poorly structured; there were missed opportunities for the pupils to work collaboratively; and, there was an insufficient focus on the intended learning. On these occasions, there was often a lack of pace and challenge and sometimes an over-reliance on worksheets that occupied rather than engaged the pupils in their learning.

⁶ For detailed findings of the provision in English, mathematics and science see Appendix 2.

To move the merger forward more effectively, it will be important that formal arrangements are put in place, and monitored, to disseminate the good practice in learning and teaching.

The quality of the assessment to inform the immediate teaching in lessons is varied; at its best, it was instrumental in generating the pace and challenge to engage fully the pupils in their learning. The quality of the marking of informal and formal work in order to bring about improvement in learning is also varied across and within subject areas. Appropriately, the implementation of a robust strategy for tracking pupil progress is in the current Leadership Action Plan (LAP).

To move the merger forward more effectively, the teachers need to take account of all the available performance data in order to inform better their planning for learning and teaching.

3.1.2 The quality of the care, guidance and support of pupils is good.

KEY FINDINGS

The quality of the pastoral care is good.

The pupils are very welcoming, confident and courteous; their behaviour both in and out of class is very good and they support well local charitable causes. The older pupils have adopted an enhanced sense of responsibility and take opportunities to display leadership in their various roles as peer mentors and prefects. The vice-principal with responsibility for pastoral care provides effective leadership and is supported well by a dedicated pastoral team highly committed to the care and welfare of the pupils. The teaching staff, classroom assistants and ancillary staff provide a caring and supportive environment for all pupils. In addition, the extensive range of extra-curricular activities encourages the pupils to develop their talents as well as raising their confidence and self-esteem. Important extra-curricular activities, for example the school choir and sports teams, have contributed greatly to developing the single identity of the school and have helped the progress of the merger.

To move the merger forward more effectively, the school needs to develop further the Personal Social Education (PSE) programme and monitor the implementation of the newly developed pastoral policies.

In discussions, the pupils talked very positively about their experiences in the school. They value the support they receive from all the staff, the friendly welcoming atmosphere within the school and the very good range of extra-curricular activities available to them. They also indicated that they feel safe in school and know what to do if they have any concerns regarding their work, safety or well-being.

The school gives good attention to healthy eating and physical activity through, for example, the healthy break and lunch options, and the range of physical activities offered through the extra-curricular programme, which encourage the pupils to adopt healthy lifestyles.

The overall quality of the provision for pupils with special educational needs is good.

Given their baseline assessment levels on admission to the school, the pupils who require additional support with their learning achieve a good standard in their academic learning and social skills. They develop their confidence in a supportive school environment and their behaviour is very good as they support one another with care and consideration. A majority

of the pupils gain further education college or training organisation places. The key strengths of the Special Educational Needs (SEN) practice include the detailed assessment and recording of relevant information relating to the pupils' needs which are shared with all staff, the appropriate targets set to improve the pupils' access to the curriculum and the very good classroom assistant support for individual pupils.

To move the merger forward more effectively, the school needs to invest further in enabling the SEN Co-ordinator (SENCO) and Assistant SENCO to meet the needs of a wider number of pupils, and to ensure that all staff focus more rigorously and consistently on how the pupils learn best. These two priorities would help to raise standards and promote the development of inclusive practice across all of the classrooms.

The quality of the provision for CEIAG is good.

The pupils have a good understanding of the options open to them including through vocational pathways that enable them to make appropriate careers decisions. They develop well their skills and knowledge through the taught programme for employability and careers. They also benefit greatly from a range of careers events provided, such as, visits, guest speakers, university talks, and careers conventions. The school gives a high priority to the development of CEIAG. The leadership of careers is very good and the school has good systems in place to evaluate the effectiveness of careers events; this needs to be developed further to monitor the effectiveness of the whole school careers provision.

To move the merger forward more effectively, the school needs to develop a consistency of approach in the provision of careers, for example, pupils in the selective and non-selective streams having similar opportunities for work experience.

3.1.3 The curricular provision for the pupils is good.

At KS3, the curriculum is appropriately broad and balanced. At KS4, the pupils have access to 31 courses and the curriculum fully complies with the requirements of the entitlement framework. At post-16, the school, in collaboration with the Derg Mourne Learning Community, offers 32 courses which fully meet the requirements of the entitlement framework. The curriculum is enhanced by good extra-curricular and enrichment programmes that develop the pupils' personal social and life skills. While the school has a flexible policy on entering pupils for public examinations, appropriately it is reviewing the policy to ensure the number, type and level of the courses on offer match better the needs, abilities and aspirations of all of the pupils.

To move the merger forward more effectively, the school needs to tailor the curriculum to meet more fully the needs of all the pupils, particularly the pupils in the non-selective stream.

4. LEADERSHIP AND MANAGEMENT

4.1 The overall quality of leadership and the management is good.

CONTEXT

The Principal was appointed in the autumn term of 2010-11 and took up post in January 2011, nine months prior to the merger of the two schools. During this interim period, he attended meetings of a support group set up by the Western Education and Library Board (WELB), which comprised WELB officers with various specialist responsibilities, and had regular visits from the school's WELB Curriculum Advisory and Support Services (CASS) Link Officer. He worked closely with an interim Board of Governors in order to draft the

management structure and the curriculum provision of the new merged school. Throughout this time, the Principal worked with commitment and empathy to reach a consensus which would enable the new school to open in September 2011 - one that built on the strengths of each of the previous schools but had its own identity. Only the more senior posts within the management structure had been filled at this time.

During the first academic year (2011-12), re-appointments to all the positions of responsibility were finalised and key policies, for example those relating to child protection matters, were developed, agreed and ratified. The emphasis was on the completion of essential administrative and managerial tasks, and almost all of the priorities in the LAP were achieved. Throughout this time the Principal was ably supported by the Senior Leadership Team (SLT) which included the two vice-principals, the heads of the three key stages and the SENCO. The WELB CASS Link Officer also attended the SLT meetings.

In addition to the difficulties that exist in forming a merged 11-18 school of over 600 pupils on two sites, there were delays in migrating the two Management Information Systems (MIS) to form a single system. During the time of the inspection, three months into its second year, the MIS was still not fully integrated, for example, the staff's shared folders are not readily accessible on one campus. The delay in forming a single MIS has also hindered the full introduction of Assessment Manager to aid the tracking of the pupils' performance.

KEY FINDINGS

The Principal provides very good leadership and has a strategic pupil-centred vision for the work of the school. He has successfully developed a single school identity, and is leading and managing a complex merger.

The current School Development Plan (SDP) meets the requirements of the School Development Plan Regulations (NI) 2010. It has important strengths, including extensive and comprehensive sections outlining the extent to which the key priorities of the previous LAP were achieved and the identification of areas for development through self-evaluation. The associated action plans, which form the current LAP, have key priorities following four appropriate strands. **To move the merger forward more effectively**, the targets within each strand need to be more focused on improvement and, where appropriate, have measurable success criteria.

Appropriately, the school has set up five teams, led by members of the SLT, to take forward development work identified within the SDP. At the time of the inspection, these teams had only met once. **To move the merger forward more effectively**, it will be important that they, particularly the Learning and Teaching team, develop, plan for and implement rigorous monitoring and evaluating strategies.

Subject departments have completed self-evaluation of appropriate key aspects of their work and this has suitably informed their action plans. **To move the merger forward more effectively**, it will be important that they agree, implement, monitor and evaluate actions that lead to improvement, particularly those relating to effective pedagogy, in order that the needs of all the pupils are met more effectively and the standards achieved by the pupils are raised. Re-visiting the Learning and Teaching policy will be an important precursor to this development work.

Based on the evidence available at the time of the inspection the governors are fully informed about the life and work of the school. They provide an effective challenge function to the work of the Principal and school. A number of sub-committees enable the governors to manage and fulfil their role.

The Inspectorate reported to the Principal and the representatives of the governors the concerns emerging from the questionnaires and, where appropriate, these have been commented on within the report. Almost all of the concerns relate to the challenge of merging two schools, each of which had its own distinctive ethos and practices. In particular, the teachers commented on the difficulties arising from travelling between the two sites and the large number of internal emails that have resulted from the development work involving a school operating on two sites.

The inspection endorses the plans to move KS3 pupils to one campus and KS4 and post-16 pupils to the other; this will enable greater coherence in the planning, teaching and learning within each year group. The use of the split site in this more beneficial way will also result in more teachers travelling between sites. **To move the merger forward more effectively**, the school needs to plan carefully to minimize as much as possible the difficulties that arise with a split site, particularly the additional stress on teachers, which they have reported to the Inspectorate.

On the basis of the evidence available at the time of inspection the school has comprehensive arrangements in place for safeguarding young people which reflect the guidance issued by the Department of Education.

5. CONCLUSION

5.1 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, learning and teaching, and leadership and management which need to be addressed if the needs of all the pupils are to be met more effectively.

5.2 The main areas for improvement include the need to work collegially in order to:

- improve the quality and extend the pedagogical aspects of teaching and learning in order to meet the needs of all the pupils;
- be more sharply focused, including using data more effectively, on raising expectations to improve the standards in external examinations, particularly at GCE; and
- plan at all levels, including the identification of appropriate monitoring and evaluating strategies, in order that the agreed actions lead to improvement;

5.3 The Inspectorate will monitor and report on the school's progress in addressing the areas for improvement over a 12-24 month period.

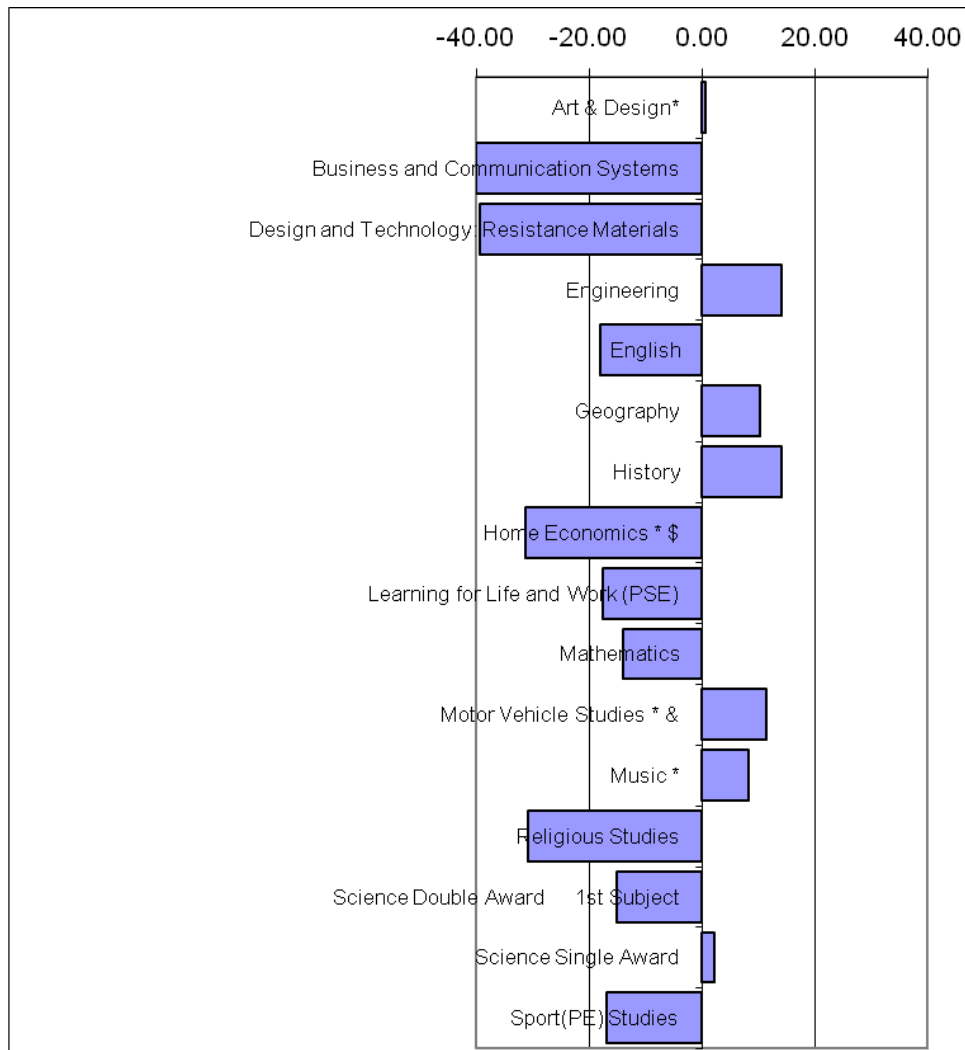
5.4 The operational and administrative plans for the merger have been effective: there is a single identity for the school emerging and the school is providing satisfactory provision despite the major difficulties that arise from operating on two sites and the MIS delays.

5.5 To move the merger forward more effectively, the findings of this baseline inspection need to be addressed, particularly ensuring the targets and actions within the SDP are more focused on improvement. The inspection endorses the planned re-organisation of the school in regard to how the two sites will be used.

5.6 It is important that the WELB and governors plan for, and manage, issues related to the school budget, in order to address the future needs of the pupils and the staff of the school as it continues in the merger process.

GCSE EXAMINATION RESULTS

Three-year average for Strabane High School (2010 and 2011) and non-selective stream (2012) compared with the three-year NI average at grades A*-C

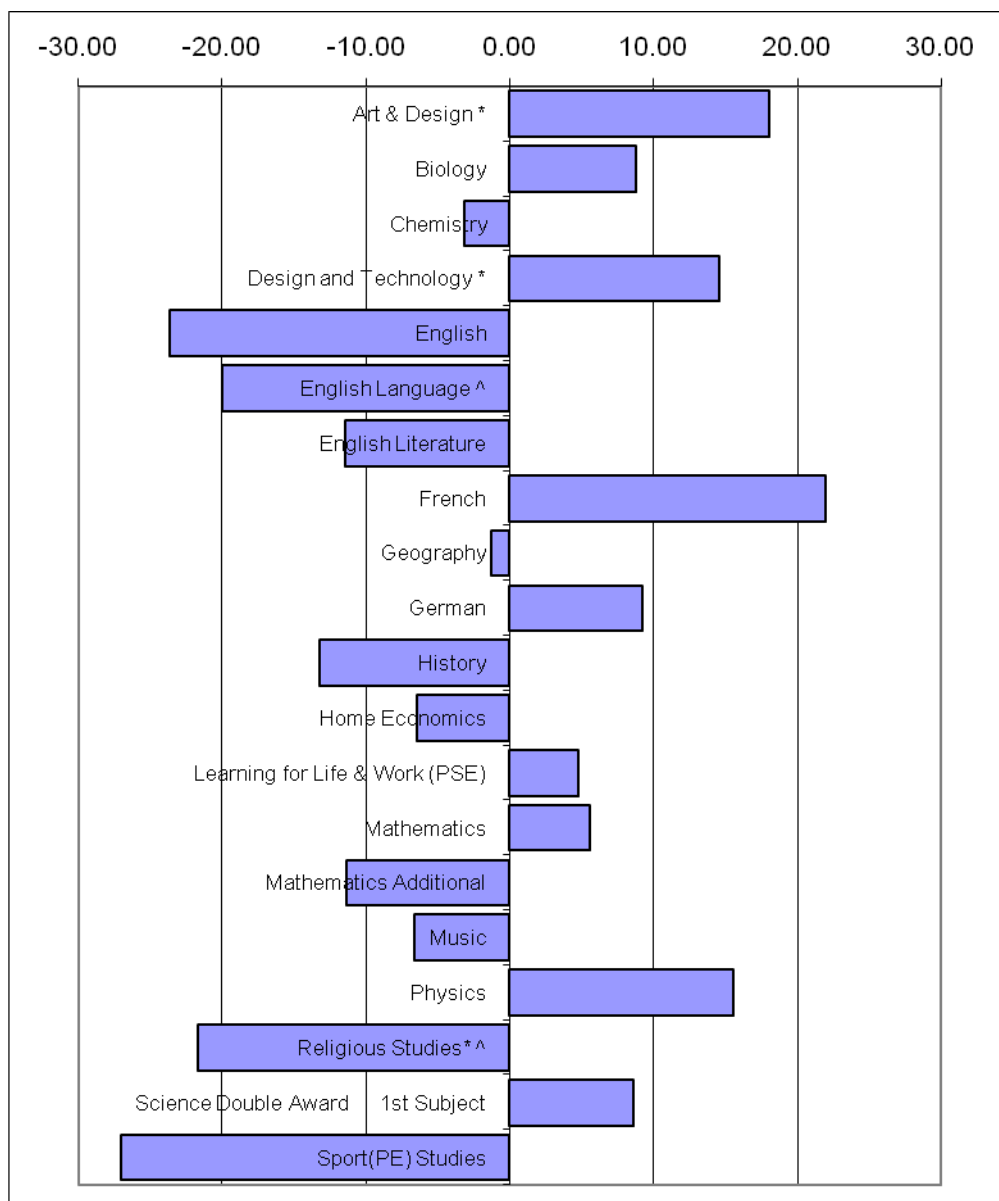


* fewer than 30 entries over the past two years

\$ entries only in 2011

& no entries in 2011.

Three-year average for Strabane Grammar School (2010 and 2011) and selective stream (2012) compared with the three-year NI average at grades A*-B



* fewer than 30 entries over the past two years

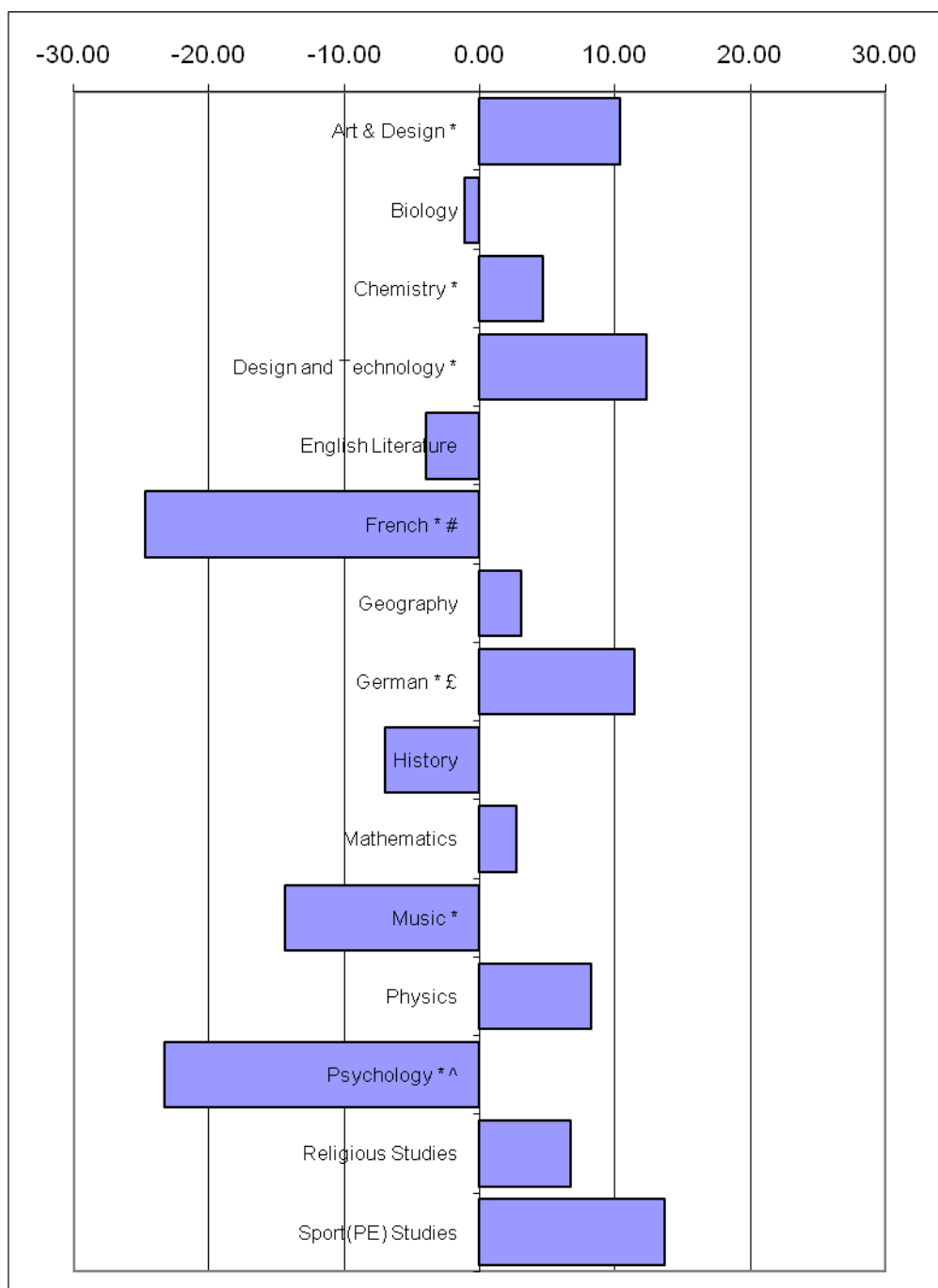
^ entries only in 2012.

OTHER EXAMINATION RESULTS: KEY STAGE 4

GCSE/Level 2	2010	2011	2012	Total entry over 3 years
	% pass	% pass	% pass	
Business (vocational) [Strabane Grammar School and selective stream]	79	55	82	73
Business (vocational) [Strabane High School and non-selective stream]	47	33	57	73
Health and social care [Strabane High School and non-selective stream]	30	47	55	48
Occupational Studies (vocational)	-	-	92	13

GCE EXAMINATION RESULTS

Three-year average for Strabane Grammar School (2010 and 2011) and Strabane Academy (2012) compared with the three-year NI average at grades A*-C



* fewer than 20 entries over the past three years

no entries in 2012

£ entries only in 2010

^ entries only in 2012.

OTHER EXAMINATION RESULTS: KEY STAGE 5

Other courses taken in the last three years.

GCE/Level 3	2010	2011	2012	Total entry over 3 years
	% pass	% pass	% pass	
Business (vocational)	50	83	50	24
Health and Social Care	75	100	87	39
InformationTechnology (vocational)	85	78	53	44

BTEC National Award**/Level 3	2010	2011	2012	Total entry over 3 years
	% pass	% pass	% pass	
Engineering	100	100	100	9
Construction	100	100	0	*
Child Care and Learning Development	100	100	100	10
Media Production – TV and Film	66	100	50	7
Agriculture	0	50	100	*
Hospitality	0	0	100	*

** BTEC National Award/Level 3 changed to Subsidiary Diplomas in 2012.

* fewer than 5

STAYING ON RATE (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	60%	NI Av. Year 13	95.1%
Year 14	-	NI Av. Year 14	89.5%

LEAVERS' DESTINATIONS

	Year 12	Percent.	NI %	Yr 13/14	Percent.	NI%
TOTAL	53			57		
Another School	*	-	32.5			2.1
Employment	*	-	2.4			3.6
Full-time Further Education	36	67.9	50.5	5	9.3	10
Full-time Higher Education			-	50	92.6	80.2
Full-time Training	12	22.6	8.4			0.6
Seeking Employment/Unemployed			1.2	*	-	1.3
Unknown/Long Term Sick/Pregnant			4.5			2

* fewer than 5

SUMMARY OF THE MAIN FINDINGS: ENGLISH, MATHEMATICS AND SCIENCE

English

The quality of provision in English is satisfactory.

The main strengths of the English provision are:

- the quality of learning and teaching observed most of which had significant strengths;
- the good leadership provided by the newly-appointed head of department, particularly with regard to KS3 planning for learning and teaching;
- the good standards of writing in many of the KS4 and post-16 classes;
- the individual variety of teaching strategies used by the teachers;
- the skilful questioning evident in many English classes which helps develop the pupils' understanding; and
- much of the marking in KS4 and at post-16 which helps the pupils improve on their work.

In order to consolidate the work started and to move the merger forward more effectively for all learners, there is a need to:

- focus and plan for learning and teaching in a more coherent and collegial manner which will help promote and disseminate the good teaching strategies observed; and
- raise the standards achieved by all the pupils at GCSE level which over the past two years have fallen significantly.

Mathematics

The quality of provision in mathematics is satisfactory

The main strengths of the mathematics provision are the:

- hard work and commitment of the teachers;
- good relationships between the teachers and the pupils;
- good or better quality of the learning and teaching in two-thirds of the sessions visited;
- high levels of individual support provided to the pupils; and
- good leadership and management of the mathematics department.

In order to consolidate the work started and to move the merger forward more effectively for all learners, there is a need to:

- raise the expectations and improve the standards achieved by the pupils in public examinations;
- identify and disseminate the good practice including more effective differentiation of learning to meet the needs of all the pupils; and
- develop further monitoring and evaluation strategies to ensure that the actions being implemented are having the desired effect.

Science

The quality of provision in science is satisfactory.

The main strengths of the science provision are the:

- hard-working and committed teachers;
- good use made of data to identify underachievement and inform target setting;
- good or better quality of learning and teaching in three-fifths of the lessons observed;
- good leadership and management by the heads of physics and biology; and
- good standards achieved by the pupils in physics and in the majority of biology classes.

In order to consolidate the work started and to move the merger forward more effectively for all learners, there is a need to

- raise the standards achieved by the pupils in GCSE and A Level examinations in chemistry generally, and in GCSE double award science for pupils in the non-selective stream;
- disseminate the very good practice already existing within the science department; and
- develop further the use of self-evaluation to ensure the achievement of the targets already set out in the science development plan.

ACCOMMODATION

- The roof above the C Block top corridor is leaking on the Derry Rd Site.
- The mobile classroom currently provided for science teaching on the Liskey Road site is unsuitable for use as a science laboratory.

HEALTH AND SAFETY

- The green house on the Liskey Road site has become damaged and the glass is exposed; measures are required to make it safe.
- The locking mechanisms on the two fire exit doors in the assembly hall on the Liskey Road site are defective and require replacement as a matter of urgency.
- The disabled access door release mechanisms are defective on a number of doors on the Liskey Road site: an inspection of all mechanisms and, where necessary, remedial action, is required.

© CROWN COPYRIGHT 2013

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk

