



*The Education and Training Inspectorate -
Promoting Improvement*



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



INVESTOR IN PEOPLE

Education and Training Inspectorate

Report of a Standard Inspection

**Ulidia Integrated College
Carrickfergus**

Inspected: March 2007

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1. INTRODUCTION

1.1 CONTEXT

Ulidia Integrated College is a co-educational grant maintained integrated school, located in Carrickfergus. The school was founded in temporary premises in 1997 with an initial enrolment of 63 pupils. The school secured government funding in September 2000 and moved into new purpose-built accommodation in September 2001. The pupils come mainly from the south-east Antrim area. The current enrolment is 530, including 69 in the sixth form. Over the previous three years, 10% of the pupils obtained grades A-C in the Transfer Procedure. Approximately 10% of the pupils are entitled to free school meals. The school has identified just over a quarter of the pupils in years 8 to 12 as being in need of special educational help for aspects of their learning.

1.2 FOCUS

The inspection focused on the quality of the leadership and management throughout the school and also on the subjects of modern languages, physical education and science. The school's provision for pastoral care and the arrangements for child protection were also inspected.

1.3 THE VIEWS OF PARENTS, GOVERNORS, PUPILS AND TEACHERS

The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents and the teaching staff to complete a confidential questionnaire prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and groups of pupils from years 8, 12 and the sixth form. One hundred and nine questionnaires were issued to the parents; 44% were returned to the Department of Education (DE) and 30 contained additional written comments. Thirty-one teachers responded to a confidential on-line questionnaire.

The responses from the questionnaires, and the comments from the parents, governors, and teachers, indicated a high degree of satisfaction with the work of the school. The comments received from the parents indicated clearly their support for the school; in particular, they expressed satisfaction that their children were well cared for and encouraged, and they highlighted the good standing of the school in the community.

The staff acknowledged that the senior management support the staff in the promotion and maintenance of effective links with the community; the school deals effectively with bullying and those pupils with special educational needs are well supported.

The pupils talked enthusiastically about the support they receive from teachers. They reported they feel safe in school and are treated fairly. From the discussions there is evidence that they are aware of what to do if they have any worries about their safety/care and well-being.

The Education and Training Inspectorate (Inspectorate) provided the Principal and representatives of the governors with feedback from the questionnaires and the discussions.

1.4 THE ARRANGEMENTS FOR PASTORAL CARE AND CHILD PROTECTION

There are significant strengths in many aspects of the arrangements for pastoral care and child protection, which include:

- the well resourced and high quality counselling service;
- the effective Students' Council;
- the well-embedded anti-bullying programme; and
- the effective mentoring system.

The school has procedures in place which comply with most of the guidance outlined in the relevant DE Circulars. There are, however, important areas for improvement which require prompt action to ensure that the procedures are fully in line with the guidance. In particular, the school needs to:

- consult more fully with the pupils and parents when developing and revising policies relating to pastoral issues;
- update and review the training for governors;
- ensure that the arrangements for pastoral care and child protection are made known directly to parents at least once every two years;
- ensure the governors review the complaints procedure annually; and
- review their process for the vetting of volunteers.

1.5 HEALTH AND WELL-BEING

The school pays particular attention to promoting health and well-being. A strong emphasis is placed on the development of appropriate policies and programmes which encourage pupils to adopt healthy lifestyles. In particular, there are good opportunities for pupils to participate in a range of physical activities. As a result of this approach the pupils demonstrate a good understanding of the significance of making healthy life-choices.

1.6 EXAMINATION RESULTS

Almost all of the pupils in year 12 are entered for five or more subjects at General Certificate of Secondary Education (GCSE) level. Over the past three years, the examination results at GCSE level are above the Northern Ireland (NI) average for similar non-selective schools. In 2006, 51% of the year 12 pupils achieved grades A*-C in five or more subjects. In almost all subjects offered at GCSE level, the proportion of pupils achieving grades A*-E was above or within five percentage points of the corresponding NI average. Overall the examination results at GCSE level are good.

The college offers 14 subjects at General Certificate of Education (GCE) Advanced (A) level or equivalent. The total number of pupils in the sixth form is 69 and class sizes in individual subjects are mostly small. Over the past three years, in two-thirds of the subjects the proportion of pupils achieving grades A-E was within five percentage points of the respective NI averages. In one-third of the subjects, the proportion of pupils achieving grades A-E was more than ten percentage points below the NI average. More details on all of the examination results can be found in Appendices 2 and 3.

2. MAIN FINDINGS

2.1 The main strengths of the school include:

- the strong, positive and caring ethos;
- the commitment of the Principal, the senior management team, and the staff to the school and the pupils;
- the very friendly and co-operative pupils;
- the quality of working relationships at all levels within the school;
- the quality of pastoral care provision;
- the hard-working and caring staff;
- the extensive community outreach and extra-curricular activities;
- the quality of teaching, which was mostly good and on a few occasions excellent;
- the good examination results at GCSE level;
- the good start made by some departments to self-evaluation;
- the comprehensive range of policies developed by the school; and
- the enthusiasm and support of the Board of Governors.

2.2 The main areas for improvement include the need to:

- strengthen the school's strategic planning and development through the introduction of more rigorous monitoring and evaluation at all levels and through more effective use and dissemination of performance data;
- broaden the range of teaching and learning approaches to ensure greater engagement of the pupils, for example, through the sharing of the current good practice; and
- review current curricular provision, to ensure it is matched to the needs of the pupils.

3. **CONCLUSION**

3.1 In the areas inspected, the school has strengths in many aspects of its educational and pastoral provision. The inspection has identified a few areas for improvement in important areas which need to be addressed to meet effectively the needs of all the learners.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing these areas for improvement.

ACCOMMODATION

The lack of adequate indoor accommodation for physical education sometimes limits the continuity of the planned physical education programme.

There is no sixth form social area.

STATISTICAL INFORMATION

- 1.1 i. School: Ulidia Integrated v. Date of Inspection: W/C 05.03.07
 ii. School Reference Number: 326-0299 vi. Area of Study: Standard Inspection
 iii. Age Range: 11-19
 iv. Status: Secondary Grant Maintained Integrated

1.2 Intake/Enrolment

School Year	2002/03	2003/04	2004/05	2005/06	2006/07
Year 8 Intake	95	98	86	87	88
Total enrolment	462	516	518	526	530

1.3 Attendance

Year 2005/06	8	9	10	11	12	13	14	Average 2005/06	NI Average 2004/05
% Attendance	95.2	94.8	91.9	90.7	92.7	95.5	88.2	93	91

- 1.4 i. Total Number of Teachers: 39 iii. Contact ratio (percentage of timetabled time in direct class contact): 69.3
- ii. PTR (Pupil/Teacher Ratio): 19.97 iv. Numbers of Teachers involved in Area of Study: 0
 (Focused Only)

Year 2006/07	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	46	43	47	49	46	15	9	255
Enrolment: Girls	42	46	44	49	49	27	18	275
Enrolment: Total	88	89	91	98	95	42	27	530
PTR	22.75	22.17	22.65	21.88	21.77	13.17	10.38	

1.5 Staying On Rate (2005/06) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	46.8	NI Av Year 13	N/A
Year 14	46.0	NI Av Year 14	N/A

1.6 Leavers Destinations

2004/05	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	52		38	
Another School	8%	8.2	3%	N/A
Employment	8%	10.9	26%	N/A
Full-time Further Education	50%	36.8	11%	N/A
Full-time Higher Education	N/A	N/A	39%	N/A
Full-time Training	23%	34.3	0%	N/A
Seeking Employment/Unemployed	6%	6.3	11%	N/A
Unknown/Long Term Sick/Pregnant	6%	3.6	11%	N/A

1.7 NAME OF SCHOOL: Ulidia Integrated College,
Carrickfergus

SCHOOL YEAR: 2006/2007

GCSE	2004	2005	2006
Percentage of Year 12 taking GCSE in at least 5 subjects	94	95.95	98.78
Percentage of Year 12 obtaining Grades C or above in at least 7 subjects	47.62	50	51.22
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	80.95	91.89	96.34

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Within this report, when commenting on examination results of individual subjects, the respective CCEA average is used as a proxy for the corresponding average for all pupils in NI taking that subject.

EXAMINATION RESULTS

Table showing the GCE and GCSE subject results over the previous three years ending in June 2006, 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	Business Studies, Drama, Home Economics, Home Economics Child Development, Media Film and TV Studies, Spanish	Design and Technology, Music, Religious Studies	Art and Design, Double Award Science 1 st Subject, English, French, Geography, Mathematics,	Information Technology, Sport/PE Studies	English Literature, History, Personal and Social Education, Single Award Science
GCSE A*-E	Business Studies, Design and Technology, French, Home Economics, Mathematics, Religious Studies	English, Geography, History, Home Economics Child Development, Music, Spanish	Art and Design, Double Award Science 1 st Subject, Drama, English Literature, Information Technology, Personal and Social Education, Single Award Science, Sport/PE Studies	Media Film and TV Studies	

GCE A Level A-C			Art and Design, Health and Social Science, Leisure and Recreation/Sports Studies, Moving Image Arts,	Business Studies	Biology, Chemistry, English Literature, Geography, AVCE Information Technology, Information Technology, Mathematics, Physics, Religious Studies
GCE A Level A-E			Art and Design, Business Studies, English Literature, Geography, Health and Social Science, AVCE Information Technology, Leisure and Recreation/Sports Studies, Moving Image Arts, Religious Studies,		Biology, Chemistry, Information Technology, Mathematics, Physics

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			Music	Art and Design, Double Award Science 1 st Subject, Drama, English Literature, Information Technology,	Business Studies, Design and Technology, English, French, Geography, History, Home Economics, Home Economics Child Development, Mathematics, Media Film and TV Studies, Personal and Social Education, Religious Studies, Single Award Science, Spanish, Sport/PE Studies
GCSE A*-E	Double Award Science 1 st Subject, English Literature	Art and Design, Drama, English, History, Home Economics, Home Economics Child Development, Information Technology, Media Film and TV Studies, Music, Spanish, Sport/PE Studies	Business Studies, Design and Technology, French, Geography, Mathematics, Personal and Social Education, Religious Studies, Single Award Science		

GCE A Level A-C	Art and Design	English Literature, Geography, Mathematics, Moving Image Arts, Religious Studies	Biology, Business Studies, Chemistry, Health and Social Science, AVCE Information Technology, Information Technology, Leisure and Recreation/Sports Studies, Physics		
GCE A Level A-E	Art and Design, Biology, Business Studies, Chemistry, English Literature, Geography, Health and Social Science, AVCE Information Technology, Information Technology, Leisure and Recreation/Sports Studies, Mathematics, Moving Image Arts, Physics, Religious studies,				

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