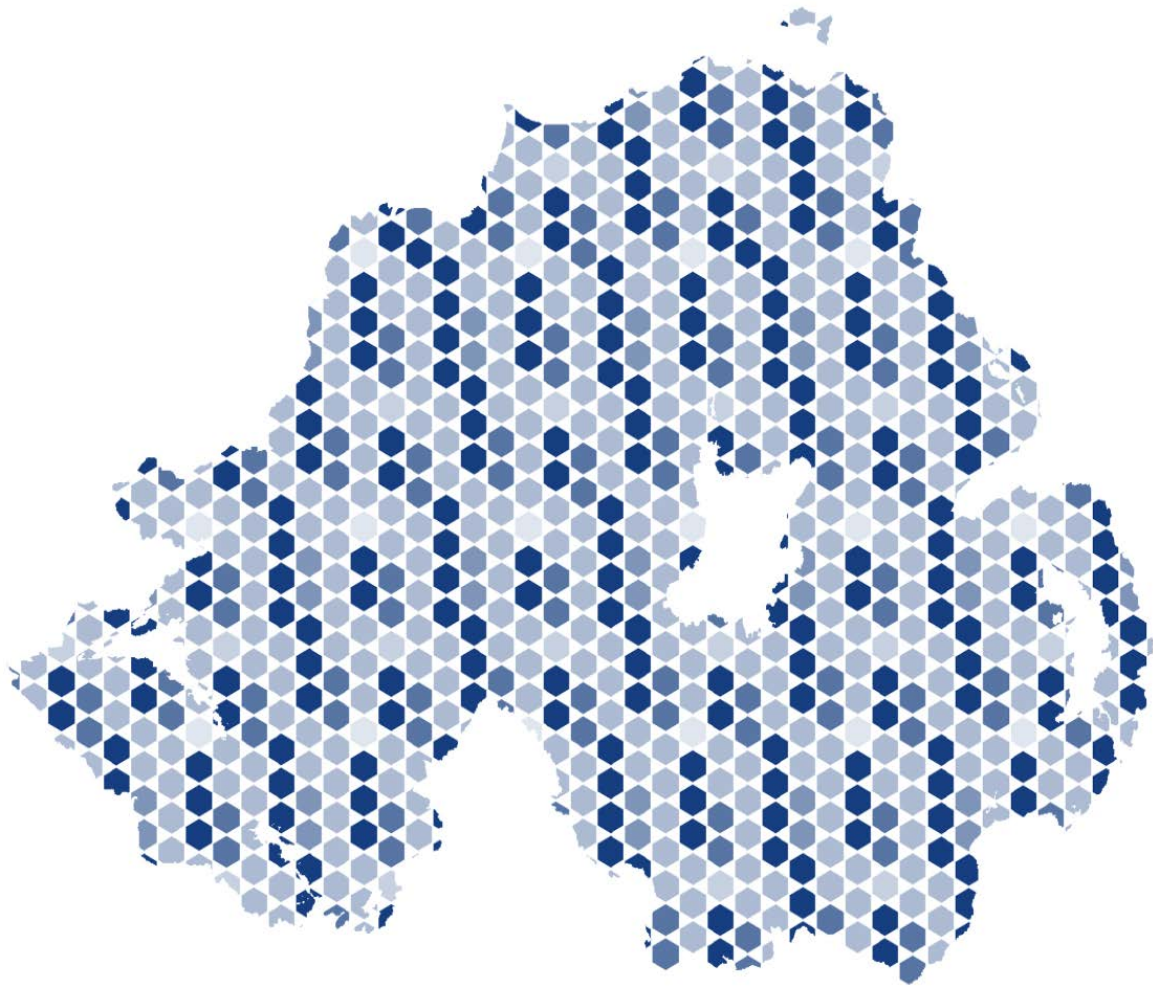


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St John's Business and
Enterprise College, Dromore

Maintained, co-educational, 11-16 non-selective school

Report of an Inspection in
April 2014

eti

*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

CUSTOMER
SERVICE
EXCELLENCE



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 (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

Contents

Section	Page
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	2
4. Overall finding	2
5. Achievements and standards	2
6. Provision	3
7. Leadership and management	5
8. Conclusion	5
Appendix	

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 teaching and learning, 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; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Data on the returns on questionnaires sent in advance of the inspection to parents and school staff is shown in the table below.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	94	19 ¹	20.2	9
Teachers	16	12	75	*
Support Staff	9	*	*	*

* fewer than 5 ** available to all families; return as percentage of families

2. Context

St John's Business and Enterprise College is situated in the village of Dromore, County Tyrone. The pupils are drawn from the village and the surrounding rural areas. The enrolment has increased over the past four years and now stands at 186 pupils. The sixth form has 26 pupils in years 13 and 14. There is a high proportion of pupils entitled to free school meals and a high proportion registered with special educational needs. The ability of pupils on intake is variable, but is below average over several years and declining.

St John's Business & Enterprise College	2010/11	2011/12	2012/13	2013/14
Year 8 Intake	23	29	31	35
Enrolment	140	147	169	186
% Attendance (% NI Average)	87.6 (92.6)	92.7 (93)	91.0 (92.9)	
FSME Percentage ²	41.4	31.97	40.2	43.6
% (No.) of pupils on the SEN register	27.1 (38)	28.5 (42)	31.9 (54)	41.4 (77)

¹ ETI is trialling a range of methods for collecting the views of parents/carers about the life and work of the school. As a result, the response rate to the parent/carer questionnaire may be low.

² The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

No. of pupils with statements of educational needs in the mainstream school	9	15	21	28
No. of newcomers	6	7	6	*
Intake ³ :				
% of Y8 pupils with L5 English	4.4	13.8	0	0
% of Y8 pupils with L5 mathematics	4.4	27.6	3.2	3.0
% of Y8 pupils with L4 and above in English	52.2	69.0	83.9	51.5
% of Y8 pupils with L4 and above in mathematics	60.9	69.0	83.9	60.6
Source: data as held by the school.				

* fewer than 5

3. Focus of inspection

In order to promote improvement in the interests of all pupils, the purpose of the post-primary inspection is, through an 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
- to inform the school's planning for improvement.

4. Overall finding

Overall Performance Level	Very Good
Achievements and Standards	Outstanding
Provision	Very Good
Leadership and Management	Very Good

5. Achievements and standards

- The pupils are motivated and demonstrate excellent learning behaviours; they are respectful towards each other, their teachers and visitors. They co-operate well during lessons in pairs and groups to support each other and extend their understanding. The pupils benefit from the wide range of extra-curricular activities, which promote well their personal and social development. Close links with the local community and businesses provide the pupils with good opportunities to organise events and, as a result, to develop planning, communication and presentation skills which are important for employability.

³ From 2013, KS2 standards in English and mathematics are reported as Levels of Progression and cannot be compared directly with KS2 data from previous years

- There is a significant and sustained improvement in the attainments of pupils at GCSE level at grades A*-C. Over the past three years, almost all of the pupils achieved at least five GCSEs at grades A*-C which is very significantly above the NI average for similar schools⁴. When GCSE English and GCSE Maths at A*-C grades are included, the results are consistently well above the average. Almost all of the subject outcomes are above their corresponding NI averages over the past three years, with most being well above⁵.
- In two of the past three years, attainment at GCSE grades A*-C for those year 12 pupils who are entitled to free school meals has improved significantly and is comparable with the attainment for all of the pupils. Those pupils who require additional support with their learning attain very well, appropriate to, or above, their expected outcome.
- As a result of the high level of attainments, the pupils are well prepared for transition beyond second level schooling, where their progress to further education is well above the average.

6. Provision

- There is a coherent approach to planning, teaching and assessment across the school. Most of the teaching observed during the inspection was good or better; almost one-half was very good or outstanding. In the most effective practice, the teachers' planning takes good account of the pupils' needs and abilities. There is appropriate pace and progression throughout the lessons. The teachers use a broad range of strategies, including ICT, to support learning and teaching and contextualise learning meaningfully, which engages the pupils well in their learning.
- The whole-school coordination of the provision for care, guidance and support, an individualised approach to curriculum provision and effective use by the teachers of pupil assessment information, enables the pupils to achieve well in public examinations.
- The teachers set individual targets and provide well-planned interventions which support the pupils' learning, where necessary.
- The pupils make very good progress both in the development of their literacy and in English; most of the English teaching leads to consistently high standards in public examinations.
- In mathematics, through purposeful talking and listening, group-work and in response to the teachers' effective questioning, the pupils consolidate and extend their mathematical thinking and understanding. The pupils reach high standards in their mathematical work which is reflected in their attainment at GCSE level at grades A*-C, where standards are consistently well above the NI average.

⁴ See benchmarking data for schools in the same free school meal band contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

⁵ See Appendix 1

- The pupils benefit from the welcoming, inclusive and caring ethos, which permeates all aspects of the school community. A learner-centred approach is a strong characteristic of pastoral care. The staff are very committed to, and are meeting very effectively, the needs of all of the pupils, including those with special educational and additional needs. The pupils have many opportunities to represent their school including through sporting and community events, which build well their confidence and self esteem. A key asset for the school is the nearby sports complex used extensively by the pupils, their parents and the wider community. The school works closely with the local primary schools to share physical resources and expertise; this collaboration is an important part of the induction programmes to support the year 8 pupils during transition from primary school. Pupils in year 9 develop leadership skills by taking responsibility for mentoring new pupils. As they progress through the school, the pupils and their parents are well-informed about, and avail of, a range of sessions which support learning. Pupils report that they feel safe in school and are aware of what to do if they have any concerns about their well-being.
- The pupils who require help with aspects of their learning are integrated fully into the school and are supported well by their peers, the staff and a range of specialists from outside the school. At key stage 3 (KS3) the class sizes are organised to support learning for individuals and small groups. Pupils who require additional support make very good progress through the programme of withdrawal sessions for literacy and numeracy skills. The classroom assistants support well those pupils with significant challenges to their learning in a sensitive, well-informed manner.
- The pupils' experiences of careers education, information, advice and guidance activities, are enhanced through co-ordinated links with a variety of organisations whose roles inform and extend the well-planned school programme. The teachers provide an extensive range of opportunities and experiences designed to guide the pupils at important transition points in their school life. The pupils are knowledgeable and speak confidently about their possible career choices and the options open to them when they leave school.
- At KS3 the curriculum is broad, and balanced. At KS4, the school has developed effective links, principally with the South-West College to broaden the curriculum in line with the Entitlement Framework and to meet well the range of abilities and career aspirations of the pupils. At the end of KS4 most of the pupils progress to study A-level courses within the area learning community. In the past year approximately half of the pupils progressed from year 12 to post-16 study at this school.
- The post-16 curriculum meets the Entitlement Framework requirements regarding the number of courses offered in conjunction with the Omagh and Enniskillen Area Learning Communities. The small size of the post-16 cohort means that the uptake of courses is limited, with almost all pupils accessing courses in the school, the South-West College and through arrangements with a similar school nearby. The class sizes in a majority of the courses offered are very small which limits the opportunities for the pupils to engage in higher level, collaborative learning experiences.

7. Leadership and management

- The school development plans⁶ focus appropriately on selected priorities of literacy, numeracy, the curriculum and community links, which have been identified as being central to the work of the school. The school improvement and planning process is informed well by consultation with key stakeholders such as pupils, parents, the teachers and members of the board of governors.
- The principal and senior leadership team (SLT) set high expectations for pupil progress and attainment. The principal leads the staff effectively in maintaining and raising further the high standards achieved by the pupils and holds the teachers to account for their areas of responsibility. The SLT implements a flexible approach to curriculum provision which is adapted to the needs of all pupils.
- Most of the middle managers seek out professional development and training opportunities and are active in subject support groups in the local area. The departmental action plans are aligned closely to school development priorities and are informed by rigorous self-evaluation. The SLT has identified appropriately the need to develop the role of middle managers further and provide them with more leadership responsibilities. For example, the SLT has identified the need to promote consistently across all subjects the development of literacy and numeracy skills through teaching which is evident in the best practice.
- The governors are well informed about all aspects of the life of the school; they maintain a close engagement, and promote and value its work in the local community. They provide a supportive role in the realisation of the targets set in the school development plan and challenge effectively, in order to hold the leadership to account. However, based on evidence at the time of inspection, and the lack of approval for the post-16 provision for the current year 13 pupils, the parents, staff and the school community can have, in this regard, limited confidence in the governors. The governors need to consult urgently with the Department of Education and the employing authority on the post-16 provision.
- On the basis of the evidence available at the time of the inspection the school has satisfactory arrangements in place for safeguarding the pupils. These arrangements broadly reflect the guidance issued by the Department of Education; however the relevant training for a small number of the support staff needs to be updated.

8. Conclusion

In most of the areas inspected the quality of the education provided by this school is very good; the school has demonstrated its capacity for sustained self-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, school budget and the post-16 provision, in order to address the current and future needs of the children and the staff.

⁶ The school development plan meets the requirements of the School Development Planning Regulations (NI) 2010.

Performance and statistical data

GCSE and equivalent examination results from 2010-11 to 2012-13

The table below compares the percentage of year 12 pupils in this school achieving five or more GCSEs (A* to C and A* to E) and equivalent subjects, and with the NI average for non-selective schools in the same free school meals category⁷. It also gives the attainment of the percentage of pupils entitled to free school meals.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2011	2012	2013
*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	87.5	92.3	96.8
The NI average for similar schools in the same free school meals category ⁸	51.0	68.8	64.3
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	37.5	53.6	38.7
The NI average for similar schools in the same free school meals category	19.6	33.5	24.6
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	95.8	100	100
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)	33.3	37.5	41.7

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

⁸ 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 2010-11 to 2012-13

The tables below show the percentage of year 12 pupils in this school achieving grades A* to C and A* to E in vocational/applied courses equivalent to GCSE level. No average is available from the examining boards for the subjects in this table to facilitate comparison due to the small size of the cohort.

GCSE Subject	2011		2012		2013		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
Motor Vehicle Studies	20	80	80	100	85	95	40
Learning for Life and Work	100	100	100	100	100	100	48

	2011		2012		2013		Total entry over 3 years
	% A*-C	% A*-E	% A*-C	% A*-E	% A*-C	% A*-E	
BTEC 1 st Diploma in Construction	100%	100%	No Entry	No Entry	100%	100%	4
Certificate in Entry Level Adult Literacy	No Entry	No Entry	100%	100%	No Entry	No Entry	1
BTEC 1 st Diploma in Agriculture	No Entry	No Entry	100%	100%	100%	100%	6

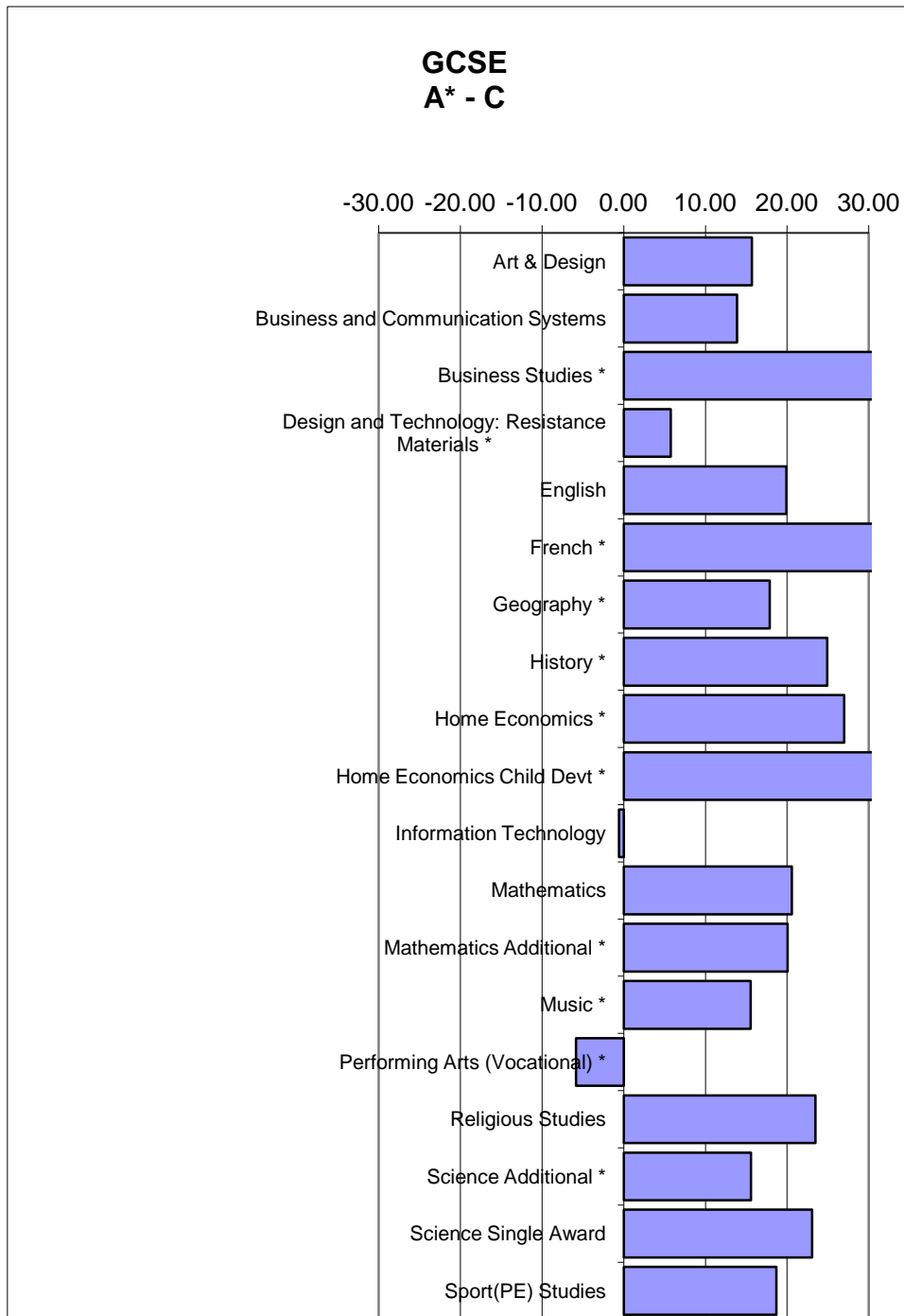
Other courses taken in at least two of the last three years

Level 1	2011	2012	2013	Total entry over 3 years
	% pass	% pass	% pass	
Essential Skills English	100%	100%	No Entry	7
Essential Skills Maths	100%	100%	100%	18
Level 2	2011	2012	2013	Total entry over 3 years
	% pass	% pass	% pass	
Essential Skills English	100%	100%	100%	10
Essential Skills Maths	No Entries	100%	No Entries	5

Attainment of pupils in individual subjects at GCSE level at grades A* to C from 2010-11 to 2012-13

The graph below shows the average over three years, of the percentage of pupils achieving at GCSE level at grades A* to C in individual subjects in this school is compared with the three-year NI average.

The comparison is shown below as the difference between these two values; 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 considerable and therefore comparisons should be treated with caution.



**indicates fewer than 30 entries over 3 years*

STAYING ON RATE

(Percentage staying on from year 12 to 13 and from year 13 to 14)

The table below shows the percentage of the pupils who stay on at this school from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for all schools and for the most recent year for which data is available.

	NI Average	School
% Yr 12 staying on to Yr 13	52.3	50
% Yr 13 staying on to Yr 14	79.9	100

LEAVERS' DESTINATIONS

The table below shows the percentage of all of the pupils from this school who leave school to enter further education, higher education or employment, or are seeking employment compared with the average for non-selective schools.

	2011/12 NI %	2012/13 School %	2012/13 School Nos.
Total number of leavers			32
Employment	7.9	0	0
Further Education	46	91	29
Higher Education	20.1	0	0
Training	18.2	9	3
Unemployed	4.4	0	0
Unknown	3.4	0	0

© CROWN COPYRIGHT 2014

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

