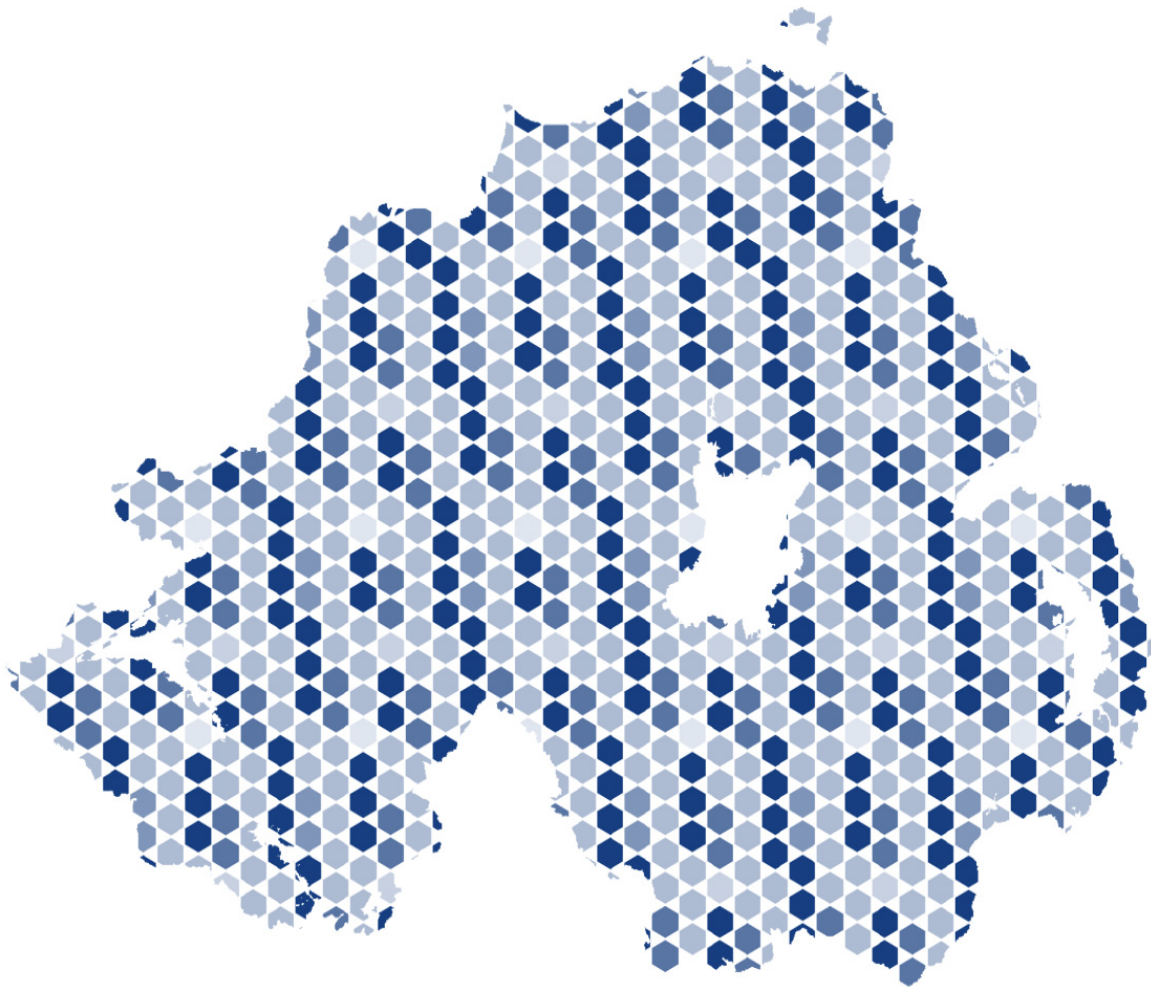


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Joseph's College,
Enniskillen

Maintained, Non-selective, Boys, 11-18 school

Report of an Inspection
in October 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

GLOSSARY OF TERMS AND ABBREVIATIONS USED IN THE REPORT

The term 'similar schools' refers to schools in the same free school meal category, whether they are selective or non-selective, as defined by the Department of Education.

CEIAG	Careers Education Information Advice and Guidance
DE	Department of Education
ETI	Education and Training Inspectorate
EF	Entitlement Framework
FSM	Free School Meals
FLC	Fermanagh Area Learning Community
GCE A	General Certificate of Education Advanced Levels
GCSE	General Certificate of Secondary Education
INSET	In-service teacher education
KS	Key stage
NI	Northern Ireland
SDP	School Development Plan
SEN	Special Educational Needs
SLT	Senior Leadership Team
STEM	Science Technology Engineering and Mathematics

1. CONTEXT

1.1 The enrolment in St Joseph's College is 231 pupils with 36 currently in a sixth form. There has been an increase in newcomer pupils and in the number of pupils identified as requiring support with aspects of their learning.

St. Joseph's College, Enniskillen	2008	2009	2010	2011
Enrolment	234	243	238	231
FSM (Band 2) Percentage	23	23	22	21
% (No) of pupils on SEN register	47 (109)	42 (102)	54 (129)	52 (120)
<i>No. of pupils with statements</i>	20	26	26	34
<i>No. of newcomers</i>	6	8	9	17
Intake				
% of Y8 pupils with L5 English	0	2.4	7	2.7
% of Y8 pupils with L5 mathematics	0	2.4	21	8
% of Y8 pupils with L4 English	28	51	62	57
% of Y8 pupils with L4 mathematics	44	49	45	59.5

Source: Data held by the school.

2. OVERALL FINDINGS OF THE INSPECTION

2.1 In the areas inspected, the quality of education provided in this school is very good. The school has demonstrated its capacity for continuing self-improvement and is meeting very effectively the pastoral needs of all of the learners; at KS3 and KS4 the school is meeting effectively the educational needs of the learners.

2.2 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 budget, and in particular the small-scale sixth form provision, in order to address the current and future needs of the pupils and the staff.

3. ACHIEVEMENTS AND STANDARDS

3.1 The standards achieved by the pupils are very good¹.

KEY FINDINGS

The pupils respond well to the good learning opportunities provided by almost all of the teachers. They interact well with their peers and their behaviour in the classrooms, and around the school, is exemplary.

¹ For detailed results in public examinations, including in vocational subjects, see Appendices 1 and 2

Comparisons based on FSM Band 2	2009	2010	2011
Percentage of Year 12 taking GCSE in at least 5 subjects	100	98	100
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	56.40	86.40	69
<i>Comparison with the NI average for similar schools</i>	<i>In line with the average</i>	<i>Significantly above average</i>	<i>Well above average</i>
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	18	45.50	67
<i>Comparison with the NI average for similar schools</i>	<i>Well below average</i>	<i>Well above average</i>	<i>Significantly above average</i>
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	94.87	96	93.33

Source: Data on Year 12 (KS4) performance as held by the school, with DE benchmarks.

Over the past three years, standards at GCSE level have risen significantly; importantly, the levels of the pupils' attainments, including in GCSE English and mathematics, have improved very significantly. All of the pupils are entered for GCSE examinations and the results are 10% or more above average in two-thirds of the subjects and more than 20% above in one-fifth.

Over the past three years a small number of pupils have been entered for a limited number of GCE subjects at A level. The results have been in line with the NI average A*-E in two subjects; in the third they have been significantly below.

4. PROVISION FOR LEARNING

4.1 The quality of provision for learning is very good.

Key Findings

Over the last 5 years the school's main focus has been on improving teaching and learning and working with all subject leaders to raise standards at all levels for the pupils. The inspection confirms that this work has had a positive impact on standards across the school.

Overall, the quality of learning and teaching is very good. The lessons observed ranged from outstanding to a small number which were unsatisfactory.

The provision in English and science is very good and in mathematics it is satisfactory.

Most of the lessons were good or better; the teachers' expectations of what the pupils could achieve were appropriately high and the learning assistants were generally deployed effectively to support the pupils' learning. Occasionally, individual pupils were provided with low-level activities, became disengaged and had the potential to become disruptive to learning.

The quality of provision for SEN is very good.

Pupils in need of help with numeracy receive effective support from the learning assistants during lessons. Those who need literacy support are withdrawn from class and provided with good quality, well-integrated support which is guided by the individual educational plans and directly linked to study in other subjects.

Relevant reading score data is analysed to show the improvement for some of the pupils; for some others, the monitoring and the evaluation of their SEN provision are not sufficiently rigorous.

4.2 The quality of the care, guidance and support of pupils is outstanding.

KEY FINDINGS

The pupils' personal, social and emotional growth is developed strongly through an inclusive, caring school ethos. They are well involved in school assemblies, fundraising events and in an active school council which gives them practical experience of decision-making about aspects of school life.

The pupils' behaviour, their attendance and the standards they attain have all been improved through a successful KS4 mentoring programme.

The pupils are well aware of what to do if they have any concerns about their safety or well-being.

The school gives outstanding attention to promoting healthy eating and physical activity thereby encouraging the pupils to adopt healthy lifestyles.

4.3 The curricular provision for the pupils at KS3 and KS4 is satisfactory; at post 16 the provision is not sufficiently broad and balanced.

KEY FINDINGS

At KS3, the curriculum is satisfactory. The year 8 'Base Induction' tutor programme was introduced five years ago to reflect the active learning approaches in the revised KS3 curriculum and to help the pupils to make the transition from primary school. The programme has not been evaluated to show the impact that its planning has had on the pupils' learning.

At KS4, while the school recognises the wide ability range of its pupils, it needs to continue to assess effectively the individual learning pathways to ensure a broad and balanced curriculum for all of the pupils.

The planning and provision for CEIAG is good; the pupils benefit from an appropriate range of activities, including with a number of external agencies, and also with local employers to promote awareness of careers in STEM, all of which add value to the work-related learning in years 11 and 14.

The pupils demonstrate an informed knowledge of career routes available to them.

At post-16 level, and despite involvement with the FLC for the last four years, the school acknowledges that the pupils have a limited number of subjects from which to choose, with an imbalance towards vocational subjects; consequently progress towards the implementation of the Entitlement Framework by 2013 is ineffective.

5. LEADERSHIP AND MANAGEMENT

5.1 The leadership and the management are very good.

KEY FINDINGS

The Principal provides very good strategic leadership and is highly dedicated. All of the leaders have a clear vision for the school and the recently reorganised SLT works effectively with the Principal and other staff to take forward improvement in priority areas.

By distributing management responsibilities widely across the teaching staff, the Principal has strengthened considerably the process and impact of monitoring and evaluation leading to improvement.

The SDP meets fully the requirements of the School Development Plan Regulations (Northern Ireland) 2005. All of the staff are regularly consulted and fully involved in evaluating the outcomes of prior action plans in order to identify future priorities.

The main focus on improving the teaching and learning has enabled the pupils to achieve high standards in external exams at KS4, exceeding the targets set.

The school has very good, comprehensive arrangements in place for safeguarding children which reflect the guidance issued by the Department of Education (DE).

6. CONCLUSION

6.1 The quality of education provided at KS3 and KS4 in this school is very good.

The school has demonstrated its capacity for continuing self-improvement and is meeting very effectively the pastoral needs of all of the learners; at key stages 3 and 4 the school is meeting effectively the educational needs of the learners.

6.2 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, and in particular the small-scale **sixth form provision**, in order to address the current and future needs of the pupils and the staff.

STATISTICAL INFORMATION

- 1.1 i. School: St Joseph's College
 ii. School Reference Number: 223-0100
 iii. Age Range: 11-18
 iv. Status: Catholic Maintained
 v. Date of Inspection: W/C 03/10/11
 vi. Area of Study: Standard Inspection

1.2 Intake/Enrolment

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 8 Intake	56	39	41	29	37
Total enrolment	237	235	243	238	231

1.3 Attendance

Year 2010/11	8	9	10	11	12	13	14	Average 2010/11	NI Average 2009/10
% Attendance	94.1	91	89.2	91.6	92.5	94.9	89.4	92	91
% Attendance young people on Special Educational Needs Register	91.9	89.9	89.1	88.9	90.5	87.5	95.7	90	

- 1.4 i. Total Number of Teachers:

17

- iii. Contact ratio (percentage of timetabled time in direct class contact):

0.759

- ii. PTR (Pupil/Teacher Ratio):

13.52

Year 2011/12	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	37	27	41	42	49	14	22	232
Enrolment: Total	37	27	41	42	49	14	22	232
PTR	14.05	10.253	15.569	15.949	14.562	7.738	14.19	

- 1.5 Staying On Rate (2009/10) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	54.0	NI Av Year 13	47.4
Year 14	14.6	NI Av Year 14	34.5

1.6 Leavers' Destinations

2009/10	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	24		9	
Another School	46%	14.8	0%	2.4
Employment	38%	5.2	33%	12.3
Full-time Further Education	13%	47.5	11%	28
Full-time Higher Education	NA	N/A	0%	42.5
Full-time Training	4%	25.1	33%	5.1
Seeking Employment/Unemployed	0%	3.6	22%	5.8
Unknown/Long Term Sick/Pregnant	0%	3.8	0%	3.9

TABLE 1 outlines the school's GCSE EXAMINATION RESULTS

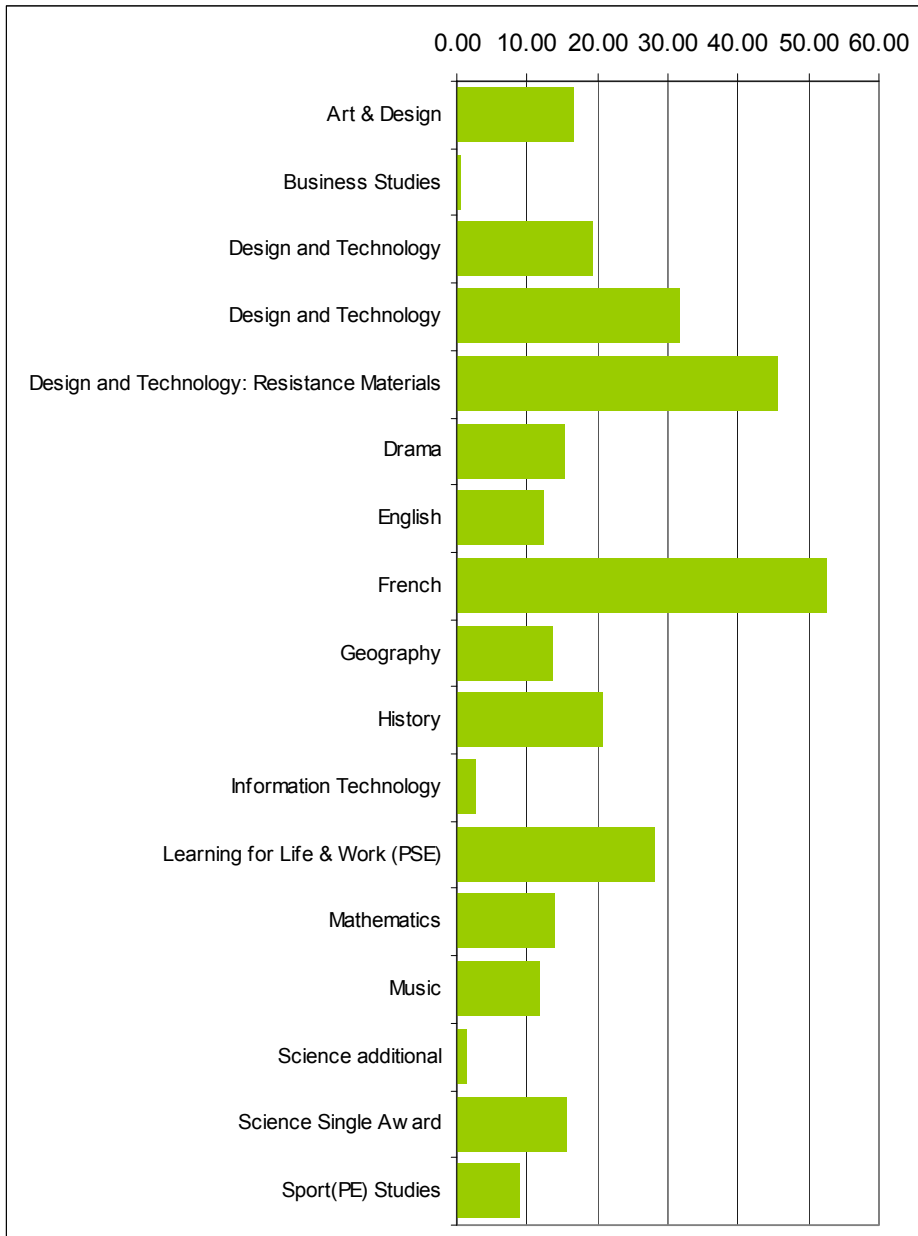
HEADLINE STANDARDS

NB: The NI average for all non-selective schools of pupils obtaining Grades C or above in at least 5 subjects including English and Mathematics in 2010 is 34.9%

Comparisons based on FSM Band 2	2009	2010	2011
Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	98	100
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	56.40	86.40	69
<i>Comparison with the NI average for similar schools</i>	<i>In line with the average</i>	<i>Significantly above average</i>	<i>Well above average</i>
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	18	45.50	67
<i>Comparison with the NI average for similar schools</i>	<i>Well below average</i>	<i>Well above average</i>	<i>Significantly above average</i>
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TABLE 2 shows the **3 year average performance of each individual subject at GCSE Grades A*-C**, compared with the corresponding Northern Ireland average.

All of the subjects are above average.



The following subjects had an entry of fewer than 30 pupils over the three years to June 2011: Design and Technology: Resistance Materials; French; Geography; and Music.

TABLE 3: Results for Occupational Studies over the three years ending in June 2011

Subject	Results	2009	Results	2010	Results	2011
Occupational Studies Level (5 5) Equivalent to GCSE grade band A* - C	11	48 %	3	37 %	2	22 %
Occupational Studies Level (4 4) Equivalent to GCSE grade band D - G	9	39 %	5	63 %	6	66 %
Occupational Studies Level (3 3) or less is equivalent to First Skills	3	13 %			1	11 %

Pupils awarded a level (5 5), achieve a double award occupational studies qualification equivalent to two GCSE in grades A* to C.

Pupils awarded a level (4 4), achieve a double award occupational studies qualification equivalent to two GCSE in grades C to G

Pupils awarded a levels (1 1) to (3 3) achieve a First Skills qualification.

SUMMARY OF THE MAIN FINDINGS FROM THE AREAS UNDER FOCUS

English

The provision in English is very good.

The main strengths are the:

- the high quality of the teaching, most of which is very good or better;
- the very good relationships in classrooms and the engagement of the boys in learning in response to the good teaching;
- the careful tracking of the progress of the pupils and the support they receive;
- the willingness of the teachers to try out innovative methods and approaches;
- the effective leadership provided by the subject leader for English; and
- the outstanding results in GCSE English examinations.

Mathematics

The provision in mathematics is satisfactory

The main strengths of the mathematics provision are:

- the good working relationships between the pupils and the teachers;
- the good levels of individual support provided for the pupils in the lessons observed
- the outstanding quality of teaching in a few of the lessons observed;
- the enthusiasm and commitment of the subject leader; and
- the standards achieved by the pupils at GCSE.

The area for improvement is the need to:

- improve overall the quality of teaching and learning.

Science

The provision for science is very good.

The strengths of the work include the:

- quality of learning environment which has been enhanced effectively through the display of the pupils' work;

- good relationships between pupils and teachers in most of the lessons observed;
- quality of the teaching observed during the inspection which was always satisfactory and in most of the lessons good or better;
- effective leadership and management provided by the subject leader; and
- the outstanding results achieved by the pupils in external examinations.

SCOPE AND METHOD OF THE INSPECTION

The standard inspection of St Joseph's College focused on achievements and standards, learning and teaching, curriculum provision and on leadership and management across the school as a whole. The key questions and quality indicators which guide inspection and self evaluation in these three aspects 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. Specialist inspectors paid particular attention to English, mathematics and science, providing detailed oral feedback to the teachers in these areas. Detailed findings are reported in Appendix 3.

The inspection also focused on the provision for pastoral care and the arrangements for safeguarding; the provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life and on progress towards the Entitlement Framework.

The arrangements for the inspection included:

- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire to the inspection;
- meetings with representatives from the governors; and
- meetings with groups of pupils from years 8, 10, 12, 13 and 14.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	120	36	30	13
Teachers	16	16	100	5
Support Staff	14	14	100	4

The returns from questionnaires sent to the teachers and the parents were positive in almost all respects. The Education and Training Inspectorate reported to the Principal and representatives of the governors the few areas of concern emerging from the questionnaires and, where appropriate, these have been commented on within the report.

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