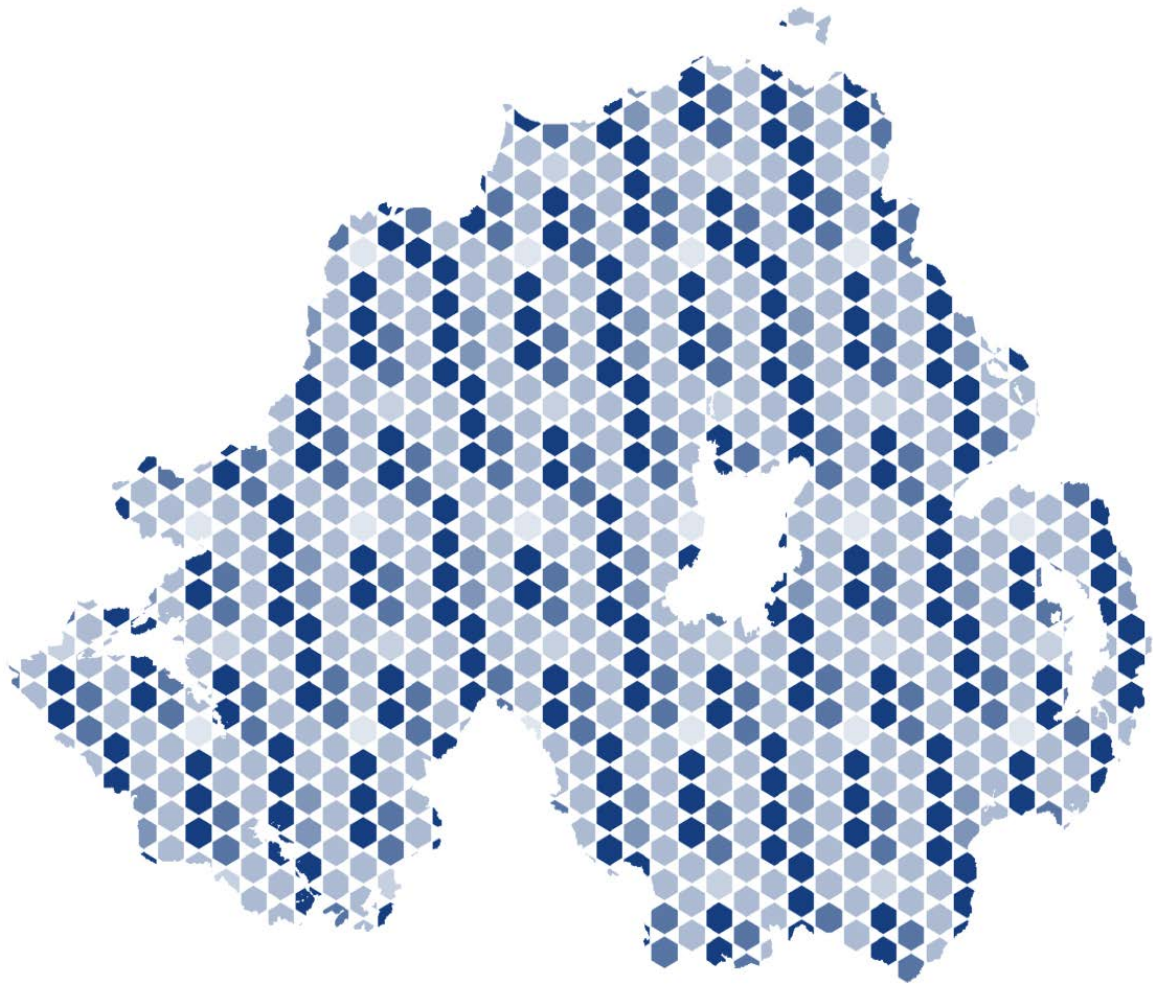


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Craigavon Senior High School,
Portadown, County Armagh

Controlled, non-selective, 14-16 co-educational school

Report of an Inspection (Involving
Action Short of Strike) in
January 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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INTRODUCTION

1. Context

Craigavon Senior High School is unique in Northern Ireland as it provides solely for pupils from the two year groups in key stage (KS) 4. At the end of KS 3, the pupils transfer from the four junior high schools in the Craigavon system. The school is situated on two campuses seven miles apart; one is in Portadown, attended by 75% of the pupils and the other is located in Lurgan and provides for the remaining 25%. Both campuses rely on facilities shared with Southern Regional College (SRC); almost one-third of teaching classrooms on the Lurgan site are SRC classrooms. A small number of the teaching staff travel between the campuses.

Over the past four years, the enrolment has decreased. Over the same period, the proportion of pupils who require additional support with aspects of their learning and those pupils entitled to free school meals have both increased. Just over 10% of the pupils are newcomers. Attendance rates for the pupils are low and have declined over the past three years.

Before May 2017, there was a sustained period of discontinuity in leadership, when some key posts were not filled. In May 2017, a new principal was appointed. Subsequently, the senior leadership team was re-structured and emerging curricular and pastoral teams were established. At the time of the inspection, the principal was in the process of leaving to take up a post in another school; interim plans to oversee the strategic leadership of the school were being reviewed by the governors and the employing authority.

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute. This includes non-cooperation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that only the principal would be co-operating with the inspectors. The ETI has a statutory duty to monitor, inspect and report on the quality of education under Article 102 of the Education and Libraries (Northern Ireland) Order 1986. Therefore, the inspection proceeded and the following evaluations are based on the evidence as made available at the time of the inspection.

Craigavon Senior High School	2014-15	2015-16	2016-17	2017-18
Year 11 Intake	289	295	312	308
Enrolment	610	590	577	576
% Attendance (NI Average)	89.3% (92%)	88.3% (93.5%)	87.8% (N/A)	N/A (N/A)
FSME Percentage ¹	28%	35%	35%	35%
% and (Number) of pupils on SEN register	18% (109)	24% (140)	28% (162)	28% (163)
No. of pupils with statements of educational need in the mainstream school	39	34	38	38
No. of newcomers	68	67	58	63

Source: data as held by the school.
N/A not available

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

2. Views of parents and staff

Around two percent of parents (11) responded to the online questionnaires; the majority of the responses were positive about the life and work of the school, notably the approachability of the staff. A small proportion of staff (12%) responded to the online questionnaires and were generally positive. The issues raised in the parental and staff responses were discussed with the principal and representatives of the governors.

3. Focus of the inspection

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

In addition to the focus on English/literacy and mathematics/numeracy, there was a supplementary subject focus on science in this inspection.

As a result of the industrial action by the teachers, the ETI was unable to evaluate fully:

- the quality of the provision and the overall outcomes for the pupils;
- the school's leadership and management and its capacity to effect and sustain improvement in its provision and standards;
- the quality of the provision in English, mathematics and science; and
- the quality of the provision for the care, welfare and support of the pupils.

Where it has been possible to evaluate aspects of the foci, they have been reported below.

4. Overall findings of the inspection

Overall Effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Quality of provision	No performance level available
Leadership and management	No performance level available

KEY FINDINGS

5. Outcomes for learners

- Over the past three years, the outcomes at KS 4 have declined significantly and require urgent improvement. The performance of most of the individual subjects is below the corresponding Northern Ireland (NI) average.

- Over this period, the proportion of pupils attaining five or more GCSEs or equivalent at grades A* to C has been consistently well below the NI average for similar schools. It is a concern that, for two of the past three years, the outcomes were more than 15 percentage points below the NI average. The performance of boys is consistently below that of girls and this performance gap has increased significantly over the past three years, from just over 12 percentage points to more than 26 percentage points.
- Over the past three years, only one-third of the pupils attained five or more GCSEs or equivalent at grades A* to C, including English and mathematics. This proportion has been consistently well below the NI average for similar schools. The proportion of pupils entitled to free school meals who attain at this level has decreased significantly and is almost twenty percentage points below the corresponding NI average.

The ETI was unable to evaluate fully:

- the standards attained by the pupils in English, mathematics and science;
- the progression made by the pupils in their learning; and
- the pupils' wider skills and dispositions.

6. Quality of provision

- The current curriculum offer does not meet the entitlement framework and there is no collaboration with other post-primary schools in the Craigavon area. The school has conducted curriculum audits and begun to broaden the range and combinations of general and applied subjects, for which the different levels of entry offer more opportunities and pathways for career progression. However, the senior leaders need to ensure that: the pace of this curricular development is increased; and, there are robust processes in place to monitor, evaluate and review its impact on the learning experiences of and the outcomes attained by the pupils.
- In discussions with inspectors, the pupils expressed their appreciation of: the supportive teachers; the extra-curricular activities available; and the opportunities to support charities and take on leadership roles within the school community. They expressed concerns about the consistent application of the positive behaviour policy.

The ETI was unable to evaluate fully:

- the impact of the curriculum review on the pupils' learning;
- the effectiveness of the guidance and support (including careers education, information, advice and guidance) in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning;
- the quality of provision in English and literacy, mathematics and numeracy, and science across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- Through consultation with the pupils, parents, staff and governors, the school development planning process has supported the recently re-structured senior leadership team in identifying the following priorities to underpin the raising of the pupils' attainment: improving attendance; the consistent application of the positive behaviour policy; and, adapting the curriculum to reflect more accurately the pupils' needs, interests and abilities. The evidence from this inspection confirms that these are important areas for improvement.
- The targets and success criteria in the action plans are not specific enough or underpinned adequately by robust baseline data to support the staff in sustaining effectively the improvement work that is urgently required. The associated processes for monitoring, evaluating and reviewing the provision do not focus sufficiently on measuring the impact of the planned actions.
- Over the past year, the current governors have supported the senior leaders with two critical incidents; managed significant changes in staffing; and overseen extensive updating and ratification of key curricular and pastoral policies. However, there are significant barriers in place which have impeded the governors' capacity to exercise some of their key functions, namely: the significant discontinuity in leadership; the consequent lack of monitoring and evaluation of the provision and the outcomes, particularly in public examinations; and the ongoing health and safety issues in relation to both sites. Therefore, based on the evidence available at the time of inspection, the ETI's evaluation is that there can be limited confidence in the aspects of governance evaluated. In going forward, it will be important for all stakeholders to work together, and with urgency, to resolve the issues identified in this report in the best interests of all of the pupils and staff.

The ETI was unable to evaluate fully:

- the effectiveness and impact of the senior leadership of the school;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement.

8. Safeguarding

Based on the evidence available at the time of the inspection, the arrangements for safeguarding pupils are unsatisfactory². There is a wide range of health and safety issues in relation to the access and accommodation on both sites which must be addressed urgently. In discussions with the inspectors, all of the pupils were aware of what to do if they have any concerns about their welfare. While most of the pupils reported that they feel safe, a minority reported that they do not feel safe.

² The Department of Education will seek assurance from the Education Authority that they are working with the school in relation to the inspection report.

CONCLUSION

9. Overall effectiveness

Owing to the impact of the action short of strike being taken by the teachers, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the children. This will be reflected in future inspection activity.

The school may require external support to address the areas for improvement outlined in the key findings above².

The ETI will return to the school within six working weeks to monitor progress in addressing the unsatisfactory arrangements for safeguarding.

Health and safety/accommodation

Risk assessments need to be carried out for the Portadown campus and the Lurgan campus that take full account of: the health and safety issues listed in the school's health and safety reports; the Education Authority's audit; and those identified by inspectors during the inspection. These issues include open access to both sites and buildings, and unsecured internal access to school buildings.

Examination performance and other statistical data

GCSE and equivalent examination results from 2014-15 to 2016-17

Based on data held by the school in SIMS³ and verified with the ETI, the table below compares the percentage of year 12 pupils in Craigavon Senior High School achieving five or more GCSEs (A* to C and A* to E) and equivalent subjects, and the percentage of pupils entitled to free school meals with the NI average for non-selective schools in the same free school meals band⁴.

<i>GCSE and GCSE equivalent subjects - *following permitted exclusions</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
*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	60.68	49.06	47.7
<i>The NI average for similar schools in the same free school meals category⁵</i>	<i>75.7</i>	<i>72.3</i>	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	43.05	33.96	26.5
<i>The NI average for similar schools in the same free school meals category</i>	<i>51.7</i>	<i>43.5</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	96.27	89.81	84.81
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)	35.8	22.34	16.49

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

³ SIMS: School Information Management System

⁴ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

⁵ The benchmarking bands for 2015/16, as set in in Circular 2017/8 'School Development Planning and Target-Setting' are different to those used in preceding years; therefore, trend comparisons with previous years' benchmarking data need to be treated with caution.

Attainment of pupils in individual subjects at GCSE level or equivalent (over the past three years)

Grades A* to C

	2014-15	2015-16	2016-17
Number of pupils in Year 12 cohort	295	265	283

GCSE Subject	No of entries over three years	School Three-year average at A* to C %	Northern Ireland Three year average at A* to C %
Art & Design	131	58	76
Business Studies	94	38.3	61
Business Studies (Vocational)	43	62.8	71
Construction	180	58.3	79
Design & Technology	81	39.5	71
D&T Product Design	81	51.9	N/A
English Language	841	48	66
English Literature	260	76.5	85
French	86	82.6	77
Geography	124	58.1	63
History	215	45.1	63
Home Economics: Child Development	240	67.1	69
Home Economics	208	61.5	70
Information Technology	612	68.8	73
Learning for Life and Work	611	87.7	74
Mathematics	842	54.8	51
Motor Vehicle Studies	212	50.9	53
Religious Studies	97	80.4	64
Science Additional	310	51.9	77
Science Core	841	35.7	44
Sport/PE Studies	192	63	68
Chinese	**	100	N/A
Dutch	**	100	N/A
Further Mathematics	**	100	N/A
Polish	*	100	N/A
Portuguese	*	100	N/A
Russian	**	100	N/A
Spanish	**	100	82
Urdu	**	100	N/A

* indicates fewer than 20 entries over 3 years

** indicates fewer than 5 entries over 3 years

OTHER EXAMINATION RESULTS (EQUIVALENTS): KEY STAGE 4

Level 2	2014-15	2015-16	2016-17	Total entry over 3 years	School A* - C %
	% A*-C	% A*-C	% A*-C		
Beauty Services (OS)	92.9	100	85.5	75	93.3
Construction Studies (OS)	68.2	58.3%	72.5	120	66.7
D&T Graphic Products (OS)	57.7	80.8	50	64	65.6
Engineering (OS)	67.7	75	62.5	95	67.4
Personal Health (NQF)	N/A	100	100	57	100
Practical Craft (OS)	71.4	88.9	68.2	70	77.1
Public Services (OS)	N/A	62.5	90	18	77.8

STAYING ON RATE⁶ 2016/17

Based on data held and verified by the school with the ETI, the table below shows the percentage of the pupils who stay on at school compared with the NI average for all schools and for the most recent year for which data is available.

	NI Average	School ⁷
% Yr 12 staying on to Yr 13	48.4	4.9
% Yr 13 staying on to Yr 14	75.2	N/A

Leavers' destinations

Based on data held by the school and verified with the ETI, the table below shows the percentage of all of the pupils from Craigavon Senior High School who leave school to enter further education, higher education or employment, or are seeking employment compared with the average for non-selective schools.

	NI	School (total) 2016	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	12996	306			
Employment	1511 (11.6%)	11 (3.6%)			
Institute of Further Education	5745 (44.2%)	253 (82.7%)	6	216	0
Institute of Higher Education	3051 (23.5%)	20 (6.5%)			0
Work-based Learning (Training)	1976 (15.2%)	11 (3.6%)			
Unemployed	467 (3.6%)	5 (1.6%)			
Unknown/ Other (eg other school)	246 (1.9%)	6 (2%)			

Source for NI data: School Leavers Survey

⁶ The 'Staying On Rate' is taken to mean the pupils who stay on at the school from year 12 to year 13 or transfer from year 12 to year 13 in another school; and, then from year 13 to year 14.

⁷ Percentage transferring to year 13 in another post-primary school.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework publication, which is available at: <http://tinyurl.com/ISEF-Post-Primary>.

Inspectors scrutinised documentation, data and held formal discussions with some pupils (in groups).

The arrangements for this inspection included: meetings with the principal, representatives from the governors; and the opportunity for all parents, teaching and support staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

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 when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

ADDENDUM TO THE REPORT ON THE INSPECTION OF CRAIGAVON SENIOR HIGH SCHOOL, JANUARY 2018

SAFEGUARDING

In line with the child protection/safeguarding procedures of the Education and Training Inspectorate (ETI), the ETI returned to Craigavon Senior High School on 21 March 2018 as a follow-up to the inspection which took place on 29 January 2018; the purpose of the visit was to ensure that the safeguarding issues, evaluated as unsatisfactory in the inspection, had been addressed.

On the basis of the evidence available, the revised arrangements now reflect broadly the guidance issued by the Department of Education. The Education Authority (EA) have worked with the school and the governors to complete a health and safety audit which identifies the necessary work that needs to take place on both the Lurgan and Portadown campuses.

The school, in conjunction with the EA, have put in place a number of short term mitigating actions to address the areas for improvement identified.

The EA and the school have carried out a Southern Regional College (SRC) shared facility and dual campus risk assessment which has resulted in:

- the governors setting up a health and safety committee which includes a link governor, key staff from the school and SRC representation, to address the health and safety, and safeguarding issues;
- the supervisory roles and responsibilities of teaching staff and support staff being realigned, focusing on clear lines of accountability for safeguarding and health and safety;
- the planned and rigorous monitoring by the EA and the school of the effectiveness of the outcomes of the risk assessments; and
- the review of school's health and safety policy and other relevant policies to take account of the revised actions and staff duties to address the health and safety, and safeguarding issues.

It will be important that the employing authority, working with the school governors, act swiftly to continue to plan for, manage, and implement the necessary medium-term actions to ensure the safety of the pupils and staff on both campuses.

In the interim, the EA, school governors and staff need to manage effectively the available human and physical resources to permit the safeguarding of pupils and staff, and the delivery of the curriculum, during this agreed time period.

In discussions with pupils, they all reported that they feel safe and are aware of what to do if they have any concerns about their safety or welfare; however, they continue to express concern about the consistent application of the behaviour policy.

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