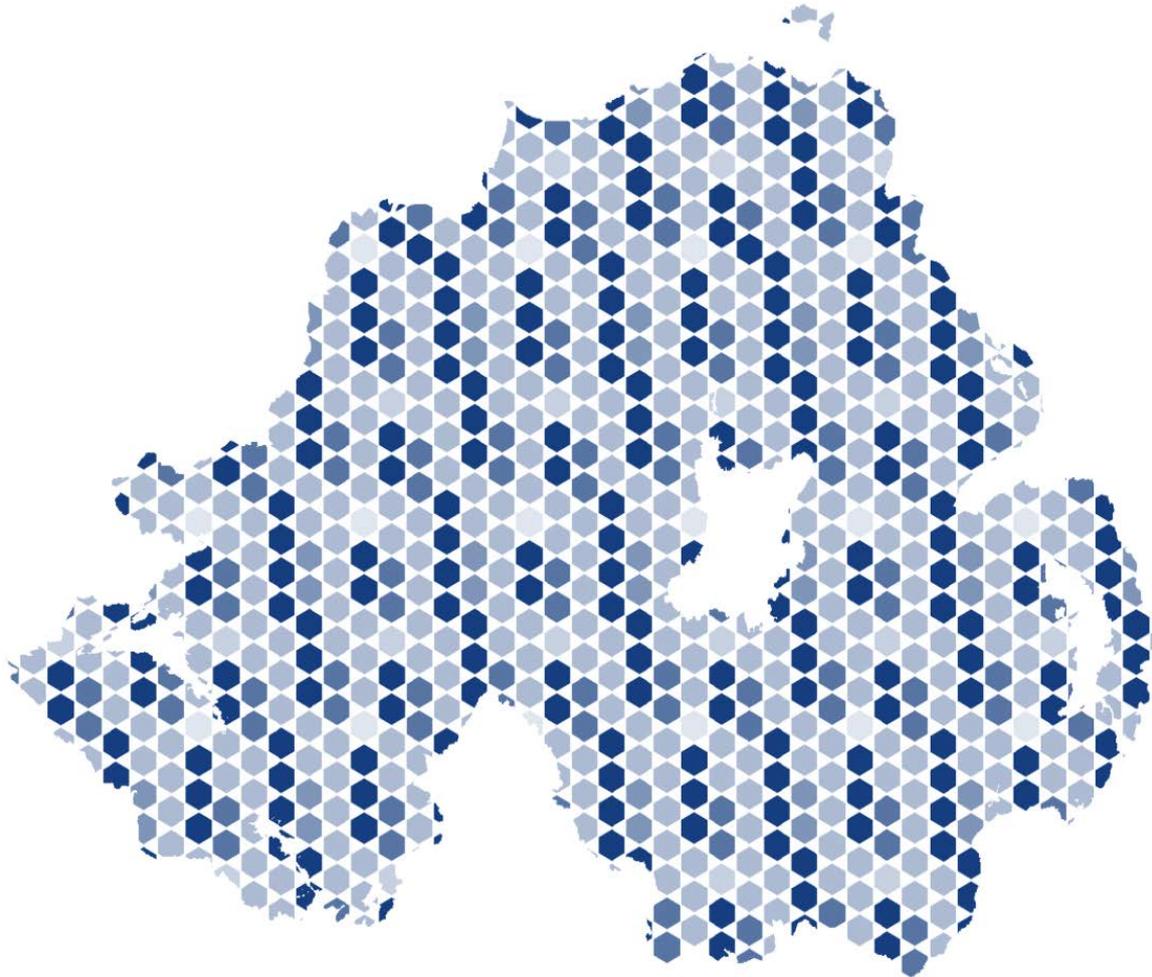


Education and Training Inspectorate

POST-PRIMARY INSPECTION



St Joseph's College, Coalisland, County Tyrone

Maintained, co-educational, 11-16 school DE ref no (523-0192)

Report of an Inspection (involving Action Short of Strike) in
January 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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INTRODUCTION

1. Context

St Joseph's College, located in the centre of Coalisland, draws its pupils predominantly from the town and surrounding rural areas. The school provision includes two Learning Support Centres and two Autistic Spectrum Disorder (ASD) units, which support pupils with a range of learning needs. Whilst the year 8 intake has remained steady, the enrolment across the school has increased significantly in each of the last three years. Over the same period, the percentage of pupils entitled to free school meals has declined. The school is an active member of the Cookstown and Dungannon Area Learning Community, in particular, the Dungannon Learning Partnership.

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-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that only the principal and senior leadership team would be co-operating with the inspection. 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.

St Joseph's College	2015-16	2016-17	2017-18	2018-19
Year 8 Intake	81	92	82	82
Enrolment	308	336	362	395
% Attendance (NI Average)	89.6 (92.0)	88.2 (91.8)	89.0 (N/A)	N/A (N/A)
FSME Percentage ¹	58.8	55.7	51.7	45.3
% and (Number) of pupils on SEN register	38.0 (117)	41.7 (140)	40.3 (146)	39.0 (154)
No. of pupils with statements of educational need in the main school	18	18	22	27
No. of pupils with statements of educational need in the Learning Support Centres and ASD Units	39	46	43	45
No. of newcomers	11	13	15	14

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

2. Pupils', parents' and staff questionnaire responses

Seventy-four percent of pupils (293) completed the online questionnaire. The responses were largely positive with almost all pupils agreeing that: the teachers listen to their views and value their opinions; they are happy with their experiences at the school and the teachers let them know how they can improve their work.

Eleven percent of the parents (41) and a majority of the staff (34) responded to the online questionnaires. The responses from the parents and the staff were largely positive. Almost all parents agreed that they are happy with their child's experiences at the school. In the written comments they expressed appreciation of the pastoral care and support given to pupils, in particular, for those pupils who transfer from another school. The responses from the staff highlighted the inclusive, welcoming and pastoral ethos for all members of the school community.

Issues raised in the questionnaires were discussed with the principal and the governors.

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

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.

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 and literacy, mathematics and numeracy;
- the quality of the Learning Support Centres and ASD Units; 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 in the body of the report.

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

- The pupils, who met with the inspectors, have a clear sense of belonging and pride in their school. Most of the pupils were confident in expressing their views; it is appropriate that the school is focusing on developing further the pupils' talking and listening skills. The pupils benefit from opportunities that develop their leadership, personal, social and employability skills, for example, as mentors, house captains and school councillors.
- The proportion of pupils (including those with FSME) attaining five or more GCSE qualifications or equivalents at grades A* - C, including English and mathematics, has improved since 2016 and is now above the Northern Ireland (NI) average for similar schools.

- The outcomes attained by the pupils in a majority of the subjects at GCSE grades A*-C² are in line with, or above, the subject averages. In the past three years the pupils have attained highly in vocational subjects at Key Stage (KS) 4.
- Almost all of the leavers in 2017 progressed from year 12 to a range of post-16 provision including further education, training and transferring to year 13 in another post-primary school; a small number progressed to employment.

The ETI was unable to evaluate fully:

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

6. Quality of provision

- The broad and balanced KS 4 curriculum is extended through collaboration with a range of providers within the learning community and the entitlement framework is being met. The school has adapted the curriculum offer at KS 4 to: take better account of the pupils' abilities, interests and career aspirations; and address the variation in outcomes in individual subjects. In discussion with inspectors, pupils spoke positively about their subject choices and about the work experience opportunities available to them.
- The KS 3 curriculum has been developed to provide wider learning opportunities for pupils that includes moving image arts, computer science and experience of coding for remote controlling electronic devices.
- The school is focused on supporting any pupils at risk of disengagement from education; it has recently introduced a pilot nurture programme for pupils who require additional emotional support, seeking to better engage them with their learning.
- The pupils spoke positively about their learning across a range of subjects, the extra-curricular activities available to them, and explained how the staff support them with their learning to help them progress.

The ETI was unable to evaluate fully:

- the impact of the curriculum;
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning;

² In those subjects for which there are corresponding NI subject averages.

- the quality or overall impact of the careers education, information, advice and guidance provision;
- the quality of provision in English, literacy and mathematics, numeracy across the school;
- the quality of the Learning Support Centres and ASD Units; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- Leadership and management is committed to ensuring an inclusive and supportive learning environment, underpinned by a strong sense of community and teamwork.
- The senior leadership team has been restructured and extended to establish clearly defined roles of responsibility in strategic areas identified as being integral to school improvement. Wide consultation and evaluation involving staff, parents, pupils and governors contributed to the school development plan which identifies a range of priorities for school improvement. While there is a consistent approach to action planning the quality is variable and would benefit from more robust base line statements and more specific measurable targets.
- The well-informed governors are committed to the school and possess a range of skills and expertise to carry out their roles. Their work is informed by active involvement in the life of the school and the communities from which most of the pupils come. They have a very good knowledge and understanding of the school improvement process; including their contribution to school development planning and to the senior leadership restructuring process. They have exercised their challenge function in appropriate circumstances. Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated.

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

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance from the Department of Education (DE). The school is appropriately reviewing and updating its pastoral policies in line with current DE guidance, some are in the process of being ratified. Owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school. In discussions with the inspectors, the pupils reported that they feel safe and are aware of what to do if they have any concerns about their safety or welfare.

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 pupils. This will be reflected in future inspection activity.

Health and safety/accommodation

1. Risk assessments should be carried out in relation to the following:
 - access to and within the school premises; and
 - the older windows in respect of compliance with current safety standards.
2. There is no visibility panel in the pastoral office door, and a number of classroom doors have been fitted with opaque glass prohibiting visibility.
3. The CCTV monitoring system requires review.

APPENDIX B

Examination performance and other statistical data

GCSE and equivalent examination results from 2015-16 to 2017-18

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 St Joseph's College achieving five or more GCSE examinations and equivalent at grades A* to C 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.

The table also includes the percentage of year 12 pupils in St Joseph's College achieving five or more GCSE examinations and equivalent, including English and mathematics at grades A* to E. In this instance there is no NI average available.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2015-16	2016-17	2017-18
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100.0	100.0	100.0
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	58.5	55.6	61.1
<i>The NI average for similar schools in the same free school meals category⁵</i>	<i>72.2</i>	<i>64.4</i>	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	29.3	47.2	44.44
<i>The NI average for similar schools in the same free school meals category</i>	<i>38.1</i>	<i>38.6</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	97.6	91.7	94.44
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)	30.4	36.8	45.0

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
(The three year average is expressed as a percentage of the pupils entered)**

Grades A* - C

	2015-16	2016-17	2017-18
Number of pupils in Year 12 cohort	41	36	36

GCSE Subject or equivalent	Number of Entries	School A* to C%	NI A* to C%
Art & Design	17	100.0	75.8
BTEC Engineering	26	100.0	N/A
BTEC Sport Studies	21	95.2	N/A
BTEC Travel & Tourism	28	100.0	N/A
Business & Communications Systems	17	47.1	N/A
Drama	20	75.0	78.1
Engineering Materials	*	22.2	65.9
English Language	104	70.2	67.5
French	10	80.0	74.9
Geography	*	14.3	64.8
History	*	60.0	65.0
Home Economics: Child Development	10	10.0	70.0
Hospitality & Catering	24	62.5	61.3
Information Technology	56	48.2	71.5
Irish	22	95.5	95.5
Personal Success and Well-Being (OCN)	17	94.1	N/A
Learning for Life and Work	77	63.6	74.1
Mathematics	107	56.1	52.7
Media Studies	15	53.3	65.4
Motor Vehicle Studies	21	38.1	52.3
Occupational Studies: Business Services	*	100	N/A
Occupational Studies: Construction	10	100.0	N/A
Occupational Studies: Design & Creativity	*	50	N/A
Occupational Studies: Engineering & Engineering Services	*	100	N/A
Occupational Studies: Technology & Innovation	*	88.9	N/A
Polish	*	100	N/A
Religious Studies	94	33.0	65.1
Religious Studies (NQF)	14	100.0	N/A
Science Double Award	25	94.0	83.4
Science Single Award	48	91.7	70.0
Sport/PE studies	11	90.9	70.1

* indicates fewer than 10 entries over 3 years

Staying on rate⁶ 2017/18

Based on data held by the school and verified 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	49.5	16.1

Leavers' Destinations⁸ 2016/17

Based on data held by the school and verified with the ETI, the table below shows the percentage of all of the pupils from this school who leave school to enter employment, further education, higher education, and training or are seeking employment compared with the average for non-grammar schools and for the most recent year for which data is available.

	NI No. (%)	NI Yr12 (%)	School No. (%)	Level 2 (No.)	Level 3 (No.)
Total Number of Leavers	12556		41		
Employment	1497 (12.2%)	(6.7%)	*		
Institute of Further Education	5512 (45%)	60.9%	22 (53.7%)	6	16
Training ⁹	1924 (15.7%)	(28.0%)	16 (39.0%)		
Unemployment	448 (3.7%)	(2.7%)	0		
Others	223 (1.8%)	#	*		

Source for NI data: Destination of School Leavers by year group, 2016/17 - NON-GRAMMAR SCHOOLS¹⁰

- *fewer than 5 cases
- # figures suppressed

⁶ The percentage of pupils who stay on at school compared with the Northern Ireland average for all schools, this rate is calculated in terms of pupils who progress their level of study, whether at their original or a new school. Pupils that move schools between years are counted as 'staying on' at their original school as they are progressing their study within the school system.

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

⁸ Destination is defined by Institution. Institutions may provide courses at both Further and Higher Education levels.

⁹ Numbers entering training include those entering the Training for Success programme, operated by the Department for the Economy. Training on Training for Success is delivered by a range of training providers, including Further Education Colleges. Training for Success trainees who receive training at Further Education Colleges are recorded as being in training and not in Further Education. This convention avoids double counting of Training for Success trainees.

¹⁰ Excludes special and independent schools.

Inspection methodology and evidence base

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

The arrangements for this inspection included: meetings with the principal and senior leadership team; a meeting with representatives from the governors; meetings with groups of pupils; review of documentation and data; and the opportunity for all pupils, 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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management¹¹:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

¹¹ And the overall provision in a subject area or unit, as applicable.

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.

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