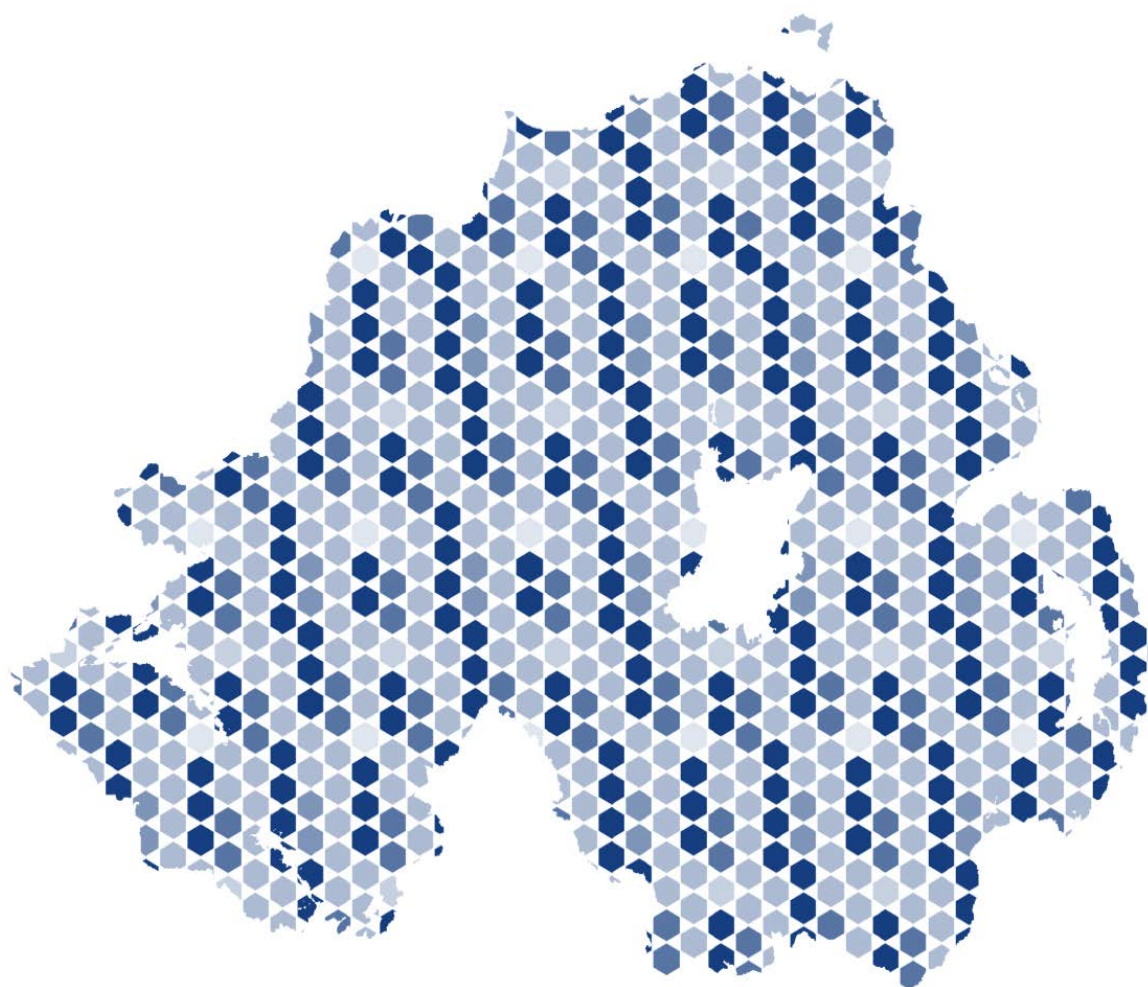


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's Academy,
Dungannon, County Tyrone

Voluntary, selective, co-educational 11-19 school

Report of an Inspection (Involving
Action Short of Strike) in
February 2017



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 Patrick's Academy draws most of its pupils from the greater Dungannon area. While the school is oversubscribed at entry to year 8, the enrolment is reducing as a result of area planning.

A very small number of the pupils require additional support with aspects of their learning. Over the last three years, the proportion of pupils entitled to free school meals has risen and currently stands at just over 17%.

The school's estate is currently characterised by a significant number of temporary classrooms; a new building, however, is due for completion in February 2018. The school participates in the Shared Education Signature Project with a local post-primary school.

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 almost all of the teachers would not be co-operating with the inspectors. The ETI have 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 Patrick's Academy	2013-14	2014-15	2015-16	2016-17
Year 8 Intake	202	199	196	195
Enrolment	1381	1391	1368	1338
% Attendance (NI Average)	96.3 (95.8)	96.4 (95.6)	96.2 (93.5)	N/A (N/A)
FSME Percentage ¹	11.66	17.33	18.34	17.23
% and (Number) of pupils on SEN register	1.96 (27)	2.65 (37)	2.99 (41)	3.21 (43)
No. of pupils with statements of educational need in the mainstream school	9	10	9	10
No. of newcomers	*	*	*	0

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

Four percent of parents (44) and a small number of staff (5) responded to the online questionnaires. The responses to the parental questionnaires indicated high levels of satisfaction with the life and work of the school. In particular, the parents commented positively on the supportive pastoral provision and the extensive, inclusive range of extra-curricular activities. A number of parents raised individual concerns in the questionnaires and these were discussed (maintaining the confidentiality of the respondents) with the principal and representatives from the board of 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.

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 provision in English, mathematics and design and technology; and
- the quality and impact 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

- The courteous and respectful pupils benefit from the wide-ranging leadership and mentoring opportunities, enrichment pursuits and extra-curricular activities. There are notable levels of pupil participation and achievement in musical, sporting, cultural and other opportunities which the school provides. In particular, the pupils make a significant contribution to charitable fund-raising.
- Over the last three years, the percentage of pupils attaining seven or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics, is in line with the Northern Ireland (NI) average for selective schools in the same free school meals band. There is variation and fluctuation in the standards attained by the pupils in a minority of individual subjects at GCSE grades A* to B; this needs to be addressed by the school.

- The attainment of pupils entitled to free school meals in five or more GCSE qualifications or equivalent at A* to C, including English and mathematics, is in line with the NI average in two out of the last three years; however, there was a notable drop in 2016.
- Over the past three years, there is a significant differential in the standards attained at GCSE level between boys and girls. Consequently, there is a need to review the relevance of the curriculum in meeting adequately the needs of all of the pupils.
- The percentage of pupils attaining three or more GCE A level qualifications or equivalent at grades A* to C is consistently above the NI average for similar schools; approximately two-thirds of the subjects are well above the corresponding average. The retention rate of pupils between years 13 and 14, however, is below the respective average.
- The percentage of year 14 pupils progressing to higher education is above the corresponding average.

The ETI was unable to evaluate the:

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

6. Quality of provision

- The school has identified the need to improve the provision for careers education, information, advice and guidance (CEIAG), including monitoring and evaluating more effectively the impact of the programme in developing adequately the pupils' understanding of curriculum pathways and personal career planning. There are plans in place to develop and implement a more coherent and effective provision across all key stages to meet better the needs of individual pupils. While the year 13 pupils undertake workplace experiences, the school needs to develop similar opportunities for the pupils at key stage (KS) 4.
- The curriculum planning and review process requires improvement to ensure a curriculum is in place which meets more fully the needs of all of the pupils. The school is in the early stages of reviewing how the current, largely traditional, KS 4 curriculum can be adapted to provide all of the pupils with a wider choice of relevant pathways, informed by an effective analysis of data in order to meet the pupils' needs, interests and career aspirations. The school continues to increase its collaboration with the area learning community to extend the curriculum offer.

The ETI was unable to evaluate fully:

- the impact of the curriculum review on the pupils' learning;
- 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 learning;
- the quality of provision in English and literacy, mathematics and numeracy across the school, and design and technology; and
- the impact of the arrangements for care, welfare and support on teaching, learning and the outcomes attained by the pupils.

7. Leadership and management

- The school development plan is informed by comprehensive consultation with all stakeholders, and sets out broadly an evaluative baseline from which priorities for improvement have been identified. The programme for continued staff development is linked well to the whole-school actions for improvement.
- The governors are highly committed and supportive of the life and work of the school. They are well-informed about the standards attained by the pupils, are consulted on the priorities in the school development plan, and they play an active, challenging role in supporting school improvement. 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 governors have prioritised the need to consult and challenge more widely on the quality of the pupils' learning experiences through a sub-committee and it will be important that this work is further progressed.
- During the inspection, the school provided evidence that satisfactory arrangements are in place for safeguarding learners which broadly reflect the guidance issued by the relevant Departments. The pupils reported that they feel safe and secure in school. They know what to do and who to talk to if they are concerned about their safety or well-being. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

The ETI was unable to evaluate fully:

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

CONCLUSION

8. 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.

Examination performance and other statistical data

GCSE and equivalent examination results from 2013-14 to 2015-16

Based on data held by the school in SIMS² and verified with the ETI, the table below compares the percentage of year 12 pupils in St Patrick's Academy, Dungannon, achieving seven or more GCSE's (A* to C) and equivalent subjects, and the percentage of pupils entitled to free school meals with the NI average for selective schools in the same free school meals category³.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2014	2015	2016
*Percentage of Year 12 taking GCSE & Equivalents in at least 7 subjects	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects	98.51	98.39	97.54
The NI average for similar schools in the same free school meals category	95.1	94.1	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and GCSE Mathematics	90.55	90.32	93.6
The NI average for similar schools in the same free school meals category	90.5	91.0	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	100	100	99.01
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)	92.0	94.59	82.86

² SIMS: School Information Management System

³ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

GCE A level examination results at grades A* to C from 2013-14 to 2015-16

Based on data held by the school in SIMS and verified with the ETI, the table below shows the percentage of year 14 pupils in St Patrick's Academy, Dungannon, achieving three or more GCE A levels at grades A* to C.

GCE A Level or equivalent	2014	2015	2016
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	99.43	100	100
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	79.55	84.15	80.9
<i>The NI average for similar schools in the same free school meals category</i>	<i>76.5</i>	<i>75.8</i>	N/A

Attainment of pupils in individual subjects at GCSE level (over the past three years) Grades A* - B

	2014	2015	2016
Number of pupils in Year 12 cohort	201	186	203

GCSE Subject	Number of Entries	School A* to B (%)	NI A* to B (%)
Art & Design	79	98.73	81.3
Business Studies	168	80.36	71.1
Design & Technology	90	72.22	79.2
Engineering	33	48.48	68.1
English Language	590	70.34	82.3
English Literature	589	79.46	82.3
French	270	66.30	67.9
Geography	178	78.09	77.7
History	193	87.05	78.4
Home Economics	104	95.19	86.5
Information Technology	139	82.73	85.2
Irish	337	89.32	79.6
Learning for Life and Work	338	91.42	78.4
Mathematics	590	81.36	76.4
Media Studies	37	83.78	69.4
Religious Studies	590	79.66	77.6
Science Double Award	1180	86.86	72.0
Sports (PE) Studies	78	84.62	78.6
Drama*	24	79.17	78.6
Music*	29	96.55	87.7
Spanish*	6	50.0	73.6

* indicates fewer than 30 entries over 3 years

OTHER EXAMINATION RESULTS: KEY STAGE 4

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

GCSE Subject	2013-14	2014-15	2015-16	Total entry over 3 years
	% A*- B	% A*- B	% A*- B	
Computer Studies (Computing)*	-	70.0	83.33	28
Mathematics Further	-	82.35	89.01	159
Polish*	-	100	100	*

* Fewer than five pupils

Attainment of pupils in individual subjects at GCE A level (over the past three years) Grades A* - C

GCE Subject	Number of Entries	School A* to C (%)	NI A* to C (%)
Accounting	72	75.00	72.5
Art & Design	22	100	90.6
Biology	130	93.85	83.3
Business Studies	114	85.09	85.0
Business Studies (Vocational)	24	83.33	82.7
Chemistry	104	97.12	86.1
Design & Technology	47	85.11	67.1
Drama	26	92.31	86.3
English Literature	58	98.28	83.7
Geography	93	91.40	84.6
Health & Social Care (Vocational)	50	100	84.3
History	74	95.95	84.9
Home Economics	40	97.50	88.7
Information Technology	88	79.55	79.6
Irish	27	100	95.6
Mathematics	184	92.93	87.7
Media Studies	84	96.43	87.2
Physics	55	94.55	80.3
Psychology	29	82.76	72.6
Religious Studies	127	92.13	88.7
Sociology	27	92.59	76.0
Software/Development Systems	31	96.77	74.6
Sports (PE) Studies	30	73.33	68.3
French*	13	100	89.8
Music*	13	100	86.7
Politics*	16	87.50	88.5

* indicates fewer than 20 entries over 3 years

OTHER EXAMINATION RESULTS: POST-16

GCE Subject	2013-14	2014-15	2015-16	Total entry over 3 years
	% A*-C	% A*-C	% A*-C	
Economics*	100	-	100	*
Information Technology (Vocational)	100	90.91	-	20

Level 3	2013-14	2014-15	2015-16	Total entry over 3 years
	% A* - C	% A* - C	% A* - C	
<i>Engineering</i>	100	100	95.5	50
<i>Sport</i>	-	100	100	5
<i>Travel & Tourism</i>	100	100	100	*

* Fewer than five pupils

Staying on rate

Based on data held in SIMS by the school and verified with the ETI, the table below shows the percentage of the pupils who stay on at St Patrick's Academy, Dungannon, from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for selective schools from school census returns to the Department of Education for the most recent year for which data is available.

	NI Average	School
% Yr 12 staying on to Yr 13	88.5	89.8
% Yr 13 staying on to Yr 14	91.3	86.3

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 St Patrick's Academy, Dungannon, 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 2014/15	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	9204	210			
Employment	4.8%	2.9%			
Institute of Further Education	21.5%	12.9%	1	19	7
Institute of Higher Education	69.5%	82.4%			173
Work-based Learning (Training)	1.8%	0.5			
Unemployed	1.1%	0.5			
Unknown	1.3%	1.4			

Inspection methodology and evidence base

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

Inspectors scrutinised documentation, data and held formal and informal discussions with pupils (individually and in groups), and some teachers and staff with specific responsibilities.

The arrangements for this inspection included a meeting with 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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management⁴:

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.

⁴ And the overall provision in a subject area or unit, as applicable.

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