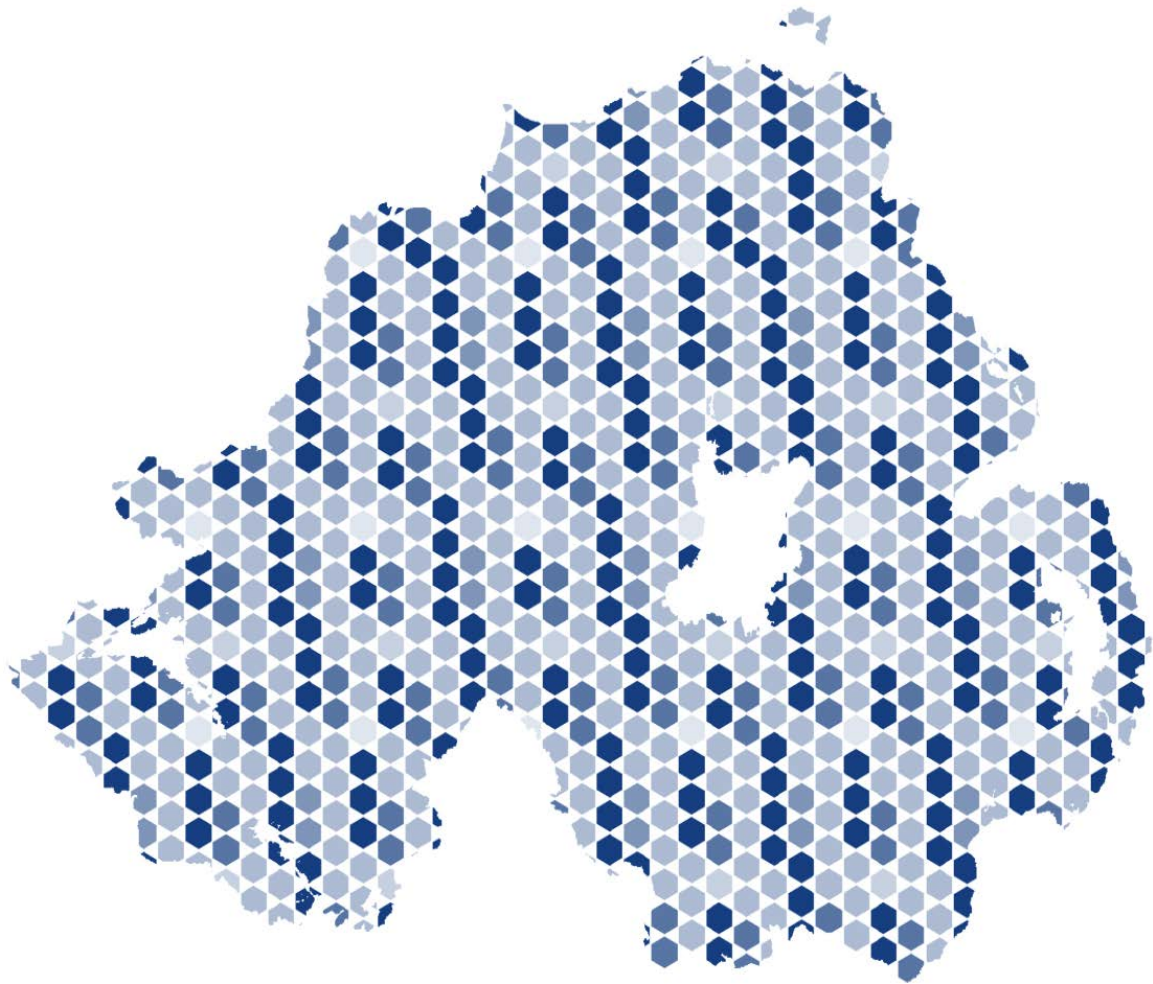


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's College, Dungannon,
County Tyrone

Maintained, co-educational non-selective 11-18 school

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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and other commissioning Departments

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INTRODUCTION

1. Context

St Patrick's College is situated in the town of Dungannon, with its pupils coming from the town and surrounding rural districts. While the overall enrolment number has decreased, the school is oversubscribed for entry at year 8. A new vice-principal took up post in September 2017. The school has been successful both nationally and internationally in the Young Enterprise Competition and holds the Rights Respecting School Level 2 Award. The school is involved in a Shared Education programme with a local controlled post-primary school and a local integrated post-primary school; it is an active member of, and contributor to, the Area Learning Community.

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, the safeguarding team and facilitators of particular programmes 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 Patrick's College	2014-15	2015-16	2016-17	2017-18
Year 8 Intake	92	100	108	104
Enrolment	631	623	597	582
% Attendance (NI Average)	92.6 (92)	93.8 (93.5)	92.6 (N/A)	N/A (N/A)
FSME Percentage ¹	37.8	39.3	40	33.5
% and (Number) of pupils on SEN register	19.2 (121)	20 (125)	22.1 (132)	22.7 (132)
No. of pupils with statements of educational need in the mainstream school	29	25	26	29
No. of newcomers	147	119	118	113

Source: data as held by the school.

N/A not available

2. Views of parents, staff and pupils

A small number of parents and nine percent of staff (8) responded to the confidential online questionnaires. The responses indicated good levels of satisfaction with the work of the school. Twenty-eight percent (88) of the key stage (KS) 3 pupils also completed a confidential online questionnaire; the responses were largely positive about their experience of the school and they highlighted their appreciation of the supportive staff. The small number of issues raised in the course of the inspection have been communicated to the principal and representatives of 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.

In addition to the focus on English/literacy and mathematics/numeracy, there was a supplementary subject focus on physical education (PE) in this inspection.

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 PE; 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 last three years, the proportion of pupils attaining five or more GCSE qualifications or equivalent at grades A*-C, including English and mathematics has increased and is now in line with the Northern Ireland (NI) average for similar schools. The proportion of pupils attaining five or more GCSE qualifications or equivalent at grades A*-C has also increased and is now in line with the corresponding average.
- For the last two years, the proportion of the pupils entitled to free school meals, attaining five or more GCSE qualifications or equivalent at grades A*-C, including English and mathematics has been above the NI average for non-selective schools.

- For two out of the past three years, the percentage of pupils attaining grades A*-C in at least three A levels or equivalents has been in line with or above the NI average for schools in the same free school meals' band. However, the percentage of pupils entered for three or more GCE A levels or equivalent has fluctuated over the last three years.
- While the staying on rate from year 12 to year 13 is above the NI average, the staying on rate from year 13 to year 14 is well below the corresponding NI average; progression to further and higher education is below the NI average. The school has begun, appropriately, to review the entrance policy to sixth form. It will be important to monitor and evaluate the curriculum offer and outcomes for pupils at post-16.

The ETI was unable to evaluate fully:

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

6. Quality of provision

- At KS4 and post-16, the school collaborates within the Area Learning Community, in particular the Dungannon Learning Partnership, to provide the pupils with access to a broad and balanced curriculum. The wider curriculum is enhanced by extensive community and business links.
- In discussions with the inspectors, the KS4 and post-16 pupils spoke enthusiastically about their varied work experience opportunities, the support and advice provided by their teachers, and the opportunities to engage in a broad range of careers events.
- The pupils in all keys stages benefit from additional learning experiences and enrichment activities which develop well their wider skills and interests, and enable them to take on leadership roles and learn with and from others.

The ETI was unable to evaluate fully:

- the impact of the curriculum 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 and assessment in promoting successful learning;
- the quality or overall impact of the careers education, information, advice and guidance provision;

- the quality of provision in English, literacy, mathematics, numeracy and PE across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- At the core of the new school development plan (SDP) is 'Achievement Begins in Year 8'. The SDP has been informed by wide consultation and the analysis of data. While the targets within the associated action plans focus on improving further the learning experiences provided for, and outcomes attained by the pupils, they need to be more time bound and measurable.
- The governors possess very relevant expertise and skills and have a clear understanding of their role in the school improvement process. They offer support and exercise their challenge function where necessary, with a clear focus on departmental standards and achievements. Based on the evidence available 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). Appropriately, the school continues to update the policies in line with DE guidance. In discussions with the inspectors, the pupils reported that they feel safe in school, and are aware of what to do if they have any concerns about their safety or welfare. 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.

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.

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 SIMS² and verified with the ETI, the table below compares the percentage of year 12 pupils in St Patrick's College 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 band³.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2014-15	2015-16	2016-17
*Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	98.9	100
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	48.3	74.7	71.7
<i>The NI average for similar schools in the same free school meals category⁴</i>	<i>68</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	18.6	46.3	41.4
<i>The NI average for similar schools in the same free school meals category</i>	<i>42.1</i>	<i>43.5</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	88.9	97.8	96.9
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)	17.7	35.3	39

GCE A level examination results at grades A* to C from 2014-15 to 2016-17

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 College achieving three or more GCE A levels, or equivalent, at grades A* to C, compared with the NI average for non-selective schools in the same free school meals band and two or more GCE A levels or equivalent at grades A* to E.

GCE A Level or equivalent	2014-15	2015-16	2016-17
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	74.1	93	79
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	51.9	60.5	39.5
<i>The NI average for similar schools in the same free school meals category</i>	<i>53.3</i>	<i>46.7</i>	N/A
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	88.9	97.7	100

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'.

⁴ 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

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

	2014-15	2015-16	2016-17
Number of pupils in Year 12 cohort	119	96	99

GCSE Subject	Number of entries over three years	School A* to C%	NI A* to C%
Art & Design	42	92.9	76
Construction	70	68.6	81
Drama	27	66.7	75
Engineering Materials	17	58.8	64
English Language	314	61.8	66
English Literature	56	91.1	85
Farm Studies	30	40	N/A
Food Science/Technology	36	55.6	N/A
French	22	77.3	77
Geography	38	21.1	63
Graphic Design	39	51.3	N/A
Health & Social Care	57	52.6	67
History	30	43.3	63
Home Economics: Child Development	64	60.9	68
Information Technology	75	70.7	73
IT/Business Studies	171	46.2	N/A
Mathematics	313	42.5	51
Motor Vehicle Studies	55	90.9	53
Music	20	45	80
Polish	14	78.6	N/A
Portuguese	23	95.7	N/A
Preparation For Work/PSE	149	65.1	75
Religious Studies	73	38.4	64
Science (Single Award)	145	85.5	70
Science (Double Award)	40	88.2	88
Spanish	34	91.2	82
Sport/PE Studies	34	79.4	69
Engineering	*	28.6	56
Irish	*	100	94
Mathematics Further	*	66.7	86

*Indicates fewer than 10 entries over three 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)	90	100	80	21	90.5
Computer Use (NQF)	N/A	N/A	100	11	100
Construction Studies (OS)	100	100	100	23	100
D&T Graphic Products (OS)	43.6	84.2	78.9	77	62.3
Engineering (OS)	92.3	90.9	85.7	45	88.9
Leisure and Recreation (OS)	100	100	100	30	100
Personal Health (NQF)	N/A	100	100	17	100
Practical Craft (OS)	94.7	80	33.3	35	80
Preparation for Work (NQF)	N/A	100	100	77	100
Public Services (OS)	100	N/A	N/A	25	100
Sports Studies (Cambridge Technical)	N/A	N/A	66.7	15	66.7
Travel and Tourism (BTEC)	100	N/A	N/A	7	100
Business Studies (NQF)	N/A	N/A	100	*	100
Performing Arts (NQF)	N/A	100	N/A	*	100

* indicates fewer than 5 entries over 3 years

GCE EXAMINATION RESULTS

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

Grades A* to C

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

	2014-15	2015-16	2016-17
Number of pupils in Year 14 cohort	26	43	38

GCE A Level Subject or equivalent	Number of entries over three years	School A* to C %	NI A* to C %
Art & Design (Cambridge Technical/ID3)	6	66.7	N/A
Art & Design (Voc)	5	100	N/A
Business Studies (Cambridge Technical)	26	92.3	N/A
Business Studies (NQF)	16	93.8	N/A
English Literature	7	42.9	85.8
Health & Social Care	20	14.3	84.8
Health & Social Care Double Award	28	50	82
Information Technology (Voc)	37	86.5	86
Moving Image Art	8	75	92.3
Polish	6	100	N/A
Portuguese	12	66.7	N/A
Sociology	19	68.4	75.3
Spanish	5	80	91.3
Sports Studies (Cambridge Technical/D13)	7	71.4	N/A
Sports Studies (Cambridge Technical/ID3)	7	100	N/A
Sports Studies (NQF)	13	92.3	N/A
Travel & Tourism (BTEC/SD3_0017)	5	100	N/A
Travel & Tourism (BTEC/SD3_NK1)	12	100	N/A
Travel & Tourism (NQF)	9	100	N/A
Art & Design (Cambridge Technical/D13)	*	100	N/A
Art & Design (Voc Double Award)	*	100	N/A
Dance (BTEC)	*	100	N/A
Engineering (BTEC/D13)	*	100	N/A
Engineering (BTEC/CE3)	*	100	N/A
History	*	100	86.3
Home Economics	*	100	92.5
IT Development	*	100	N/A
Mathematics	*	100	89.3
Performing Arts (NQF)	*	100	N/A
Religious Studies	*	100	89.9

* indicates fewer than 5 entries over 3 years

STAYING ON RATE⁵ 2016/17

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
% Year 12 staying on to Year 13	48.4	51.5
% Year 13 staying on to Year 14	75.2	51.9

LEAVERS' DESTINATIONS 2015/16

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 College, Dungannon who leave school to enter further education, higher education or employment, or are seeking employment compared with the average for non-selective schools.

	School	NI	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	125	12996			
Employment	9 (7.2%)	1511 (11.6%)			
Institute of Further Education	44 (35.2%)	5745 (44.2%)	15	14	15
Institute of Higher Education	24 (19.2%)	3051 (23.5%)			24
Work-based Learning (Training)	44 (35.2%)	1976 (15.2%)			
Unemployed	3 (2.4%)	467 (3.6%)			
Unknown	1 (0.8%)	246 (1.9%)			

⁵ 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.

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, representatives from the safeguarding team, facilitators of particular programmes, representatives from the governors and groups of pupils; and the opportunity for KS 3 pupils, all parents, teaching and support staff to complete a confidential questionnaire. In addition, the inspection team reviewed documentation provided by the school and pupil performance data.

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.

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