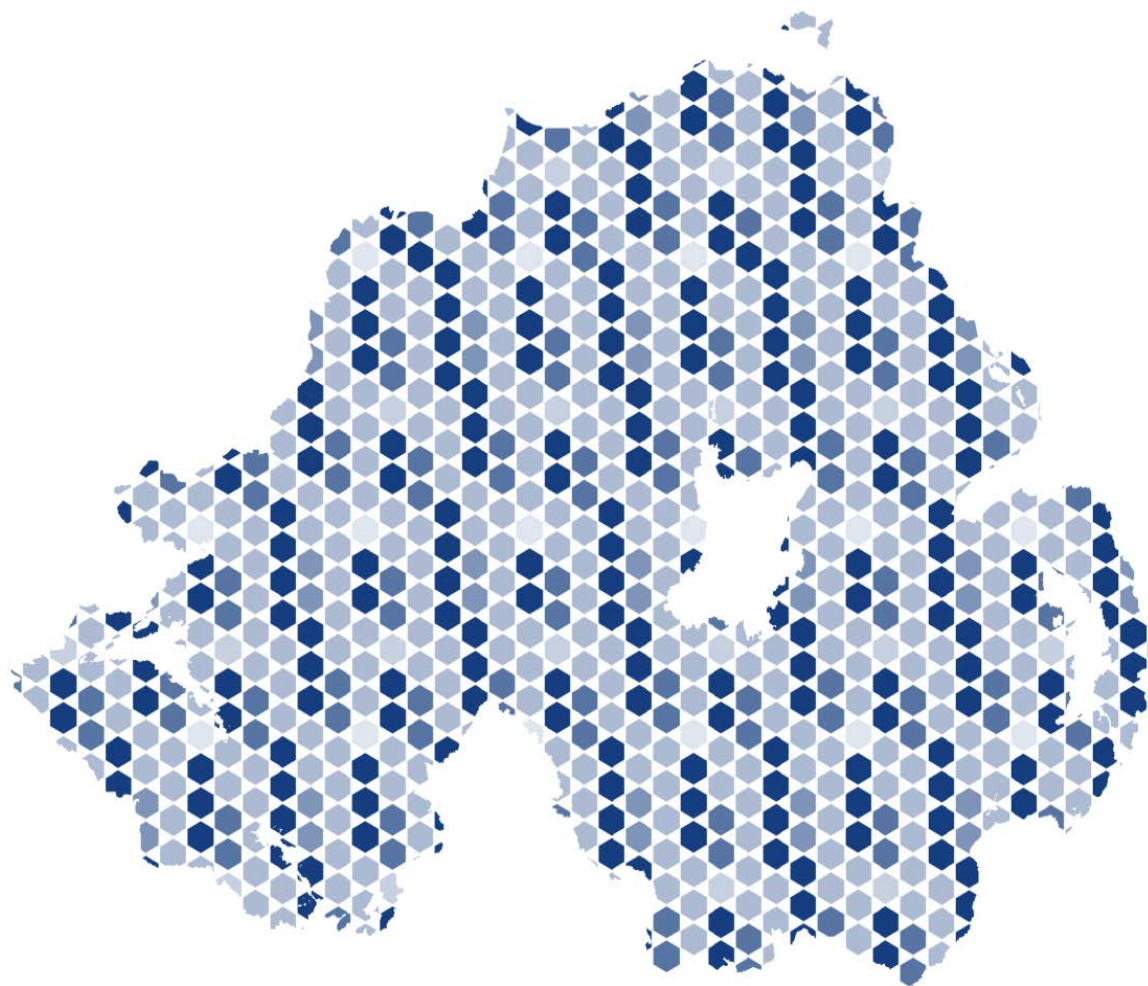


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's College, Dungiven,
County Londonderry

Maintained, co-educational, non-selective 11-18 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
Department for the Economy
and other commissioning Departments



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1. Context

St Patrick's College is situated in the town of Dungiven, from where the school draws almost all of its pupils. While the enrolment increased last year, the school continues to be undersubscribed. In the past four years, the percentage of pupils in receipt of free school meal entitlement has remained steady at around one-half. Over the same period, almost one-third of the pupils have been identified as requiring additional support with their learning, with around 8% having a statement of special educational need.

The school is an active member of the Roe Valley Area Learning Community; the pupils at post-16 benefit from curricular collaboration with a number of the other post-primary schools and the regional further education college. The school is also participating in a primary to post-primary transition programme in numeracy with a local 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 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, Dungiven	2014-15	2015-16	2016-17	2017-18
Year 8 Intake	42	44	39	47
Enrolment	262	258	241	255
% Attendance (NI Average)	92.1% (92 %)	92.8% (93.5 %)	92.7% (N/A)	N/A (N/A)
FSME Percentage ¹	50.4	49.2	48.5	47.1
% and (Number) of pupils on SEN register	29.4 (77)	33.7 (87)	30.3 (73)	32.5 (83)
No. of pupils with statements of educational need in the mainstream school	16	12	14	20
No. of newcomers	11	10	*	5

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

A very small number of parents (five, less than 1%) and support staff (less than five) responded to the online questionnaires. Most of these responses indicated good levels of satisfaction with the life and work of the school. The written comments acknowledged the commitment and support provided by the teachers and the principal.

3. Focus of the inspection

In order to promote improvement in the interest of all pupils, the purpose of a post-primary inspection is to:

- evaluate the quality of the provision and the outcomes for the pupils;

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

- 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.

Owing to the action short of strike, 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 and mathematics;
- the quality and impact of planning, teaching and learning on promoting successful learning; and
- the quality and impact of the provision for care, welfare and support of the pupils, including the provision for special educational needs.

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
Provision for learning	No performance level available
Leadership and management	No performance level available

KEY FINDINGS

5. Outcomes for learners

- In two of the last three years, the percentage of pupils attaining five or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics, is well above the Northern Ireland (NI) average for similar schools. Last year, as reflected in the cohort's lower starting point on entry to the school, there was a significant dip in the percentage attaining at this level. The attainment of boys was particularly low; the school needs to identify specific strategies to address the underachievement of boys at GCSE or equivalent level.
- At GCSE or equivalent level, a majority of the individual subjects are in line with or above their corresponding averages; however, over one-quarter of the subjects are more than ten percentage points below the average.
- The examination outcomes attained by the pupils entitled to free school meals in five or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics, fluctuates above and below the corresponding NI average and remains an appropriate area for further improvement, which the school has already identified.

- Over the last three years, the percentage of pupils attaining three or more GCE A levels or equivalent at grades A* to C has fluctuated significantly. At GCE A level, a minority of the individual subjects are in line with or above their corresponding averages. The proportion of pupils progressing to higher education courses in 2016 is below the NI average for non-grammar schools. Over the last two years, around one-half of the year 12 pupils progressed to post-16 provision in the school and almost all stay on from year 13 to year 14.

The ETI was unable to evaluate fully:

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

6. Quality of provision

- The school's curriculum offer at key stage (KS) 4 and post-16 is broad and balanced. However, the school needs to review its examination entry policy at KS4 which currently directs pupils to take at least nine subjects. The outcomes achieved indicate that the number of subjects taken do not always match the pupils' needs and abilities. Overall, too many pupils are taking too many subjects and not attaining at grades A* to C. It will be important for senior leaders to review the school's examination entry policy to ensure that the number, type and level of examinations entered is matched more closely to each pupil's ability and career aspirations to enable them to progress successfully to the next stage of their learning.
- In discussions with the inspectors, the pupils commented positively on the warm and friendly ethos and the high level of support provided by their teachers. The pupils in post-16 provision reported that, while they are content with the range and choice of subjects offered by the school and within the Roe Valley Area Learning Community, they would like access to more enrichment opportunities; the school recognises the need to enhance further the post-16 provision.

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

7. Leadership and management

- The school development plan contains a range of appropriate priorities for school improvement based on first-hand evidence as part of the school's self-evaluation processes. Working groups have been established to develop strategically the range and quality of the learning and teaching experiences. Work has been undertaken to improve the quality of the associated action plans; these would benefit further from a sharper focus on identifying success criteria related directly to improvement in the quality of the learning. At middle leadership level, there is a developing culture of reflective practice; however, the quality of departmental self-evaluation is variable.
- Based on the evidence presented at the time of the inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors work effectively with the senior leaders and have sound processes in place to reach an informed view on whether the quality of the learning experiences and the outcomes of all of the pupils are good enough. It will be important to strengthen further the capacity of governance, harnessing their combined skill set, to monitor and evaluate the impact of recent curricular changes on improving the outcomes for all of the pupils.
- 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, including the sixth form provision, in order to address the current and future needs of the pupils and the 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

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance from the Department of Education. 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. In discussions with the inspectors, the pupils report that they feel safe in the school and that they are aware what to do if they have any concerns about their safety or welfare.

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.

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 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 band³.

<i>GCSE and GCSE equivalent subjects - following 17 permitted exclusions over the three years</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	60.5	79.1	62.5
<i>The NI average for similar schools in the same free school meals category⁴</i>	<i>72.9</i>	<i>76.6</i>	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	53.5	65.1	37.5
<i>The NI average for similar schools in the same free school meals category</i>	<i>32.9</i>	<i>45.8</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	95.3	100	100
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)	12.5	54.2	33.3

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

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.

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.

GCE A Level or equivalent - following 12 permitted exclusions over the three years	2014-15	2015-16	2016-17
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	83.3	85.2	93.3
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	33.3	71.4	60.0
The NI average for similar schools in the same free school meals category	33.3	53.3	N/A
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	100	95.2	93.3

Source: Data as held and verified by the school.

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

	2014-15	2015-16	2016-17
Number of pupils in Year 12 cohort	43	43	32

Subject	Total Entry over three years	School Three-year average at A* to C %	Northern Ireland Three-year average at A* to C %
Art and Design*	14	57.1	76
Design and Technology: Graphic Products	68	61.8	73
Design and Technology: Resistant Materials*	18	72.2	65
Engineering	38	50.0	56
Engineering Materials*	8	75.0	68
English	117	70.9	53
French	55	85.5	77
History	34	64.7	64
Home Economics*	9	88.9	68
Home Economics: Child Development	48	83.3	68
Information Technology	118	59.3	73
Irish*	5	100	95
Mathematics	118	59.3	51
Motor Vehicle Studies	27	55.6	53
Preparation for Work / PSE	117	58.1	74
Religious Studies	65	53.8	64
Science (Additional)	38	63.2	78
Science (Core)	102	47.1	44
Sport / PE Studies	23	78.3	68

* indicates fewer than 20 entries over 3 years

OTHER EXAMINATION RESULTS: KEY STAGE 4

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

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

Grades A* to C

Level 2 Subject	2014 - 15	2015 - 16	2016 - 17	Total entry over three years
	% A* - C	%A* - C	% A* - C	
COA Design and Technology: Graphic Products	14	77	72	68
BTEC in Travel & Tourism*	100	100		5

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

	2014-15	2015-16	2016-17
Number of pupils in Year 14 cohort	18	21	15

Subject	No of entries over three years	School three-year average at A* to C %	Northern Ireland three-year average at A* to C %
Biology	9	66.7	83.3
Business (Vocational)	6	50.0	87.6
Design and Technology: Product Design	16	37.5	67.8
Health and Social Care	31	93.5	81.6
History	5	100	85.7
Information Technology (Vocational)	41	82.9	86.0

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 College, from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for non-selective schools taken from school census returns to the Department of Education for the most recent year for which data is available.

	NI Average	School
% Year 12 staying on to Year 13	48.4	44.1
% Year 13 staying on to Year 14	75.2	90.5

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

	NI	School	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	12996	35			
Employment	1511 (11.6%)	8 (23%)			
Institute of Further Education	5745 (44.2%)	16 (46%)		15	1
Institute of Higher Education	3051 (23.5%)	5 (14%)			5
Work-based Learning (Training)	1976 (15.2%)	5 (14%)			
Unemployed	467 (3.6%)	1 (3%)			
Unknown	246 (1.9%)	0 (0%)			

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 discussions with some pupils (in groups), and with the principal.

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 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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