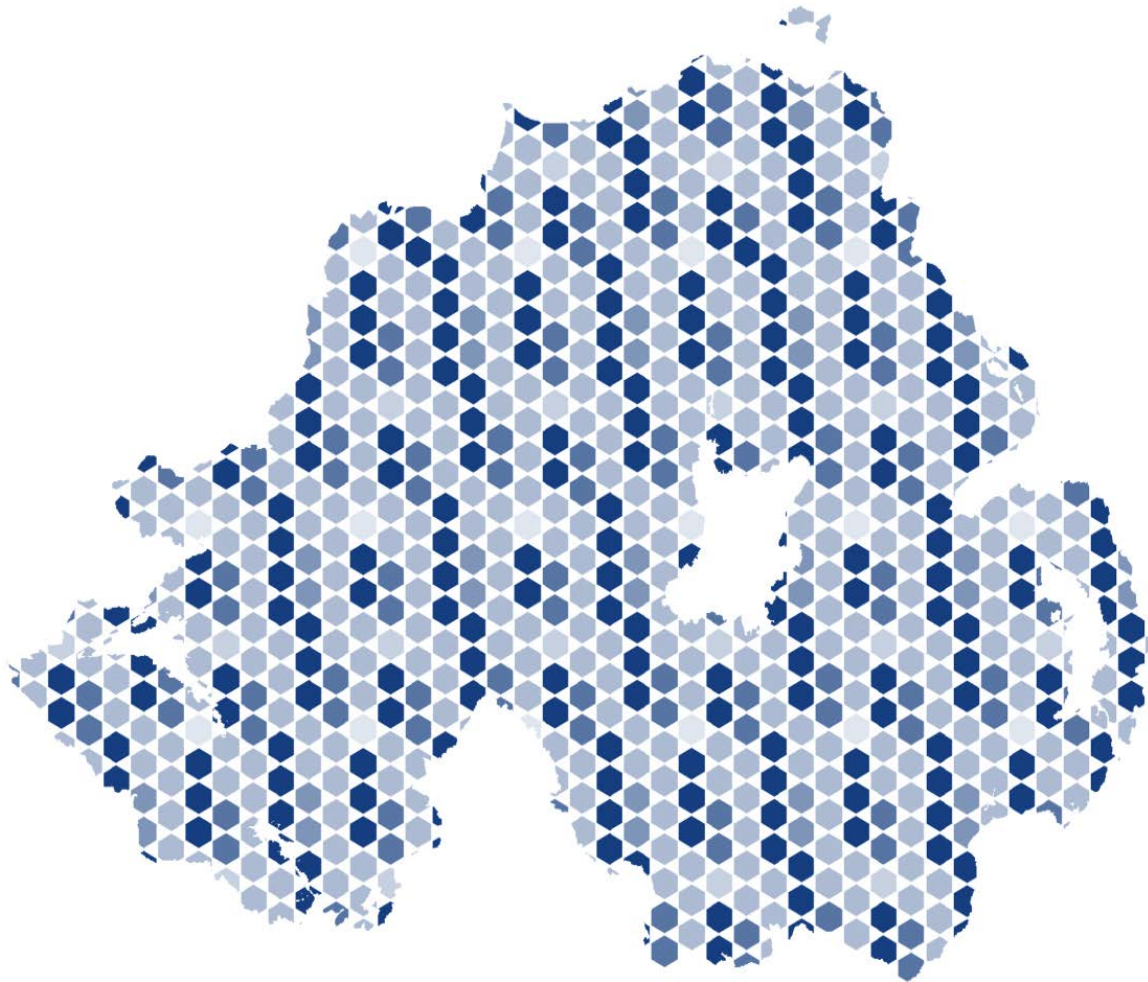


Education and Training Inspectorate POST-PRIMARY INSPECTION



St John the Baptist's College, Portadown, County Armagh

Maintained, non-selective, co-educational 11-14 school DE Ref No (523-0321)

Report of a Baseline Monitoring Inspection in April 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Baseline Monitoring Inspection of St John the Baptist's College, Portadown, County Armagh (523-0321)

Introduction

St John the Baptist's College opened in September 2017. The College was created following the approval of a development proposal, to establish a new Key Stage (KS) 3 school on the site of Drumcree College. At the same time a development proposal was approved to close Drumcree College with effect from 31 August 2017. The school's current provision includes a legacy Learning Support Centre of Drumcree College which has a planned cessation date of August 2019, upon which the pupils will then transfer to a Learning Support Centre in another maintained school.

Focus of the inspection

The purpose of the baseline monitoring inspection was to evaluate the school's action to effect improvement and its impact on learning and teaching and outcomes for pupils. The school also provided evidence of provision for safeguarding as part of the inspection.

During the inspection, lines of inquiry were selected from the priorities identified in the school development plan and the school was asked to demonstrate how the actions taken have led to improvement for the pupils. The lines of inquiry focused on the school's actions to:

- establish a culture and ethos for St John the Baptist's College which promotes the care and welfare of the school community; and
- use data effectively to inform the provision for learning and teaching to meet the needs of all of the learners.

Views of parents and staff

Twenty-one percent of parents (43) and 77% of staff (24) responded to the online questionnaire. Nearly all of the parents who responded to the questionnaire agreed that: their child is making good progress; the staff support the care, dignity and well-being of their child; and the school is well thought of in the community.

All of the staff agreed that the establishment of the school is being well led and managed at all levels and that there is an inclusive, welcoming and pastoral ethos for all members of the school community.

Any issues arising from the questionnaire returns were discussed with the principal and the chair of the board of the governors.

Key findings

- The school's vision, '*Every child valued, nurtured and empowered to excel*' pervades every aspect of the life and the work of the school. There is a culture of high expectations and providing opportunities for all pupils to experience enjoyment and success in their learning.

- In discussions with inspectors, the pupils spoke very positively about the timetabled enriched curriculum opportunities which are supplemented by an after-school programme; this includes wider experiences in, for example, performing arts, sports and STEM¹ activities. They spoke about how the many opportunities to take on roles and responsibilities across the school are developing their leadership skills and self-confidence. The pupils commented on how they value the support and guidance that they receive from all of the staff.
- Almost all of the lessons observed were good or better in promoting and progressing the pupils' learning; the majority of the lessons were very good. In the highly effective practice, teachers monitor the pupils' learning throughout the lessons and respond with support, stretch and challenge as appropriate. In these lessons, learning is contextualised, relevant and an emphasis on the development of the pupils' thinking skills and personal capabilities is embedded.
- As a consequence of the priority given to the appointment of staff to key positions, there is a highly co-ordinated and collaborative approach to the care and welfare of the school community, with excellent relationships at all levels across the school.
- The school has collated and analysed a wide range of qualitative and quantitative data which effectively informs the provision for learning and teaching and the addressing of the pastoral needs of the pupils. The impact of well-targeted academic and pastoral interventions is monitored closely; these include programmes for high achievers and a nurture programme for pupils who require additional emotional support. A particular strength of the school is the support for pupils at risk of disengagement from education. Collaboration and liaison with parish and local community organisations enhance further the provision.

Safeguarding

During the inspection, the school provided evidence that arrangements for safeguarding reflect the guidance issued by the Department of Education. 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.

Conclusion

At the time of the inspection and for the lines of inquiry selected, the school is identifying and bringing about the necessary improvements in the quality of education. This outcome will be reflected in future inspection arrangements.

¹ Science, Technology, Engineering and Mathematics

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