

## **Education and Training Inspectorate**

### **Report of a Follow-up Inspection**

**Clounagh Junior High School  
Portadown**

**March 2016**

## **FOLLOW-UP TO THE INSPECTION OF CLOUNAGH JUNIOR HIGH SCHOOL, PORTADOWN (521-0043)**

The Education and Training Inspectorate carried out an inspection<sup>1</sup> of Clounagh Junior High School in 2014, when the quality of education was evaluated as satisfactory<sup>2</sup>.

The report highlighted strengths, including: the pupils' achievements in music, drama, public speaking and sport; the early identification and employment of appropriate intervention strategies for those pupils who require additional support with aspects of their learning; the very good progress made by the pupils in the Learning Support Centre (LSC); and aspects of leadership and management and curriculum provision.

Two main areas for improvement were identified:

- raise further the standards attained by the pupils through the more systematic monitoring and evaluation of the quality of the provision; and
- improve the quality of learning and teaching in a significant minority of lessons.

The quality of the provision in English and mathematics was also evaluated as satisfactory.

The ETI carried out two interim follow-up visits in January 2015 and September 2015 and the follow-up inspection took place on 15 March 2016. In the interval since the inspection, the principal and chair of the board of governors reported that the school had received support from the Education Authority and other external agencies in a range of areas, including English, mathematics, data analysis and school development planning at a strategic level.

In the interval since the original inspection, the following changes and actions which affect the work of the school have taken place:

- pupil enrolment has increased from 587 pupils at the time of the original inspection to 613;
- the proportion of pupils entitled to free schools meals has increased from 19.8% to 27.9%;
- the number of pupils on the special educational needs (SEN) register has decreased from 92 to 78;
- personnel changes have taken place in a number of departments, including new appointments within English, maths, science and art; furthermore, a number of staff have taken on new posts of responsibility;

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<sup>1</sup> See inspection report at: <http://www.etini.gov.uk/index/inspection-reports/inspection-reports-post-primary/inspection-reports-post-primary-2014/post-primary-inspection-clounagh-junior-high-school.pdf>

<sup>2</sup> From September 2015, the overall effectiveness of a school previously evaluated as satisfactory will now be reported as having important areas for improvement.

- the board of governors has been reconstituted, with a monitoring and evaluation sub-committee established to evaluate the progress being made in realising the objectives set in the school development plan; and
- a refurbished art suite has been opened.

## **Key findings**

- The school has focused on addressing the areas for improvement identified during the original inspection. Staff have benefitted from well-conceived staff development sessions, in particular those allowing for dissemination of the effective practice which exists in the school.
- Planning, learning, teaching and assessment have improved significantly, with 93% of the observed lessons during the follow-up inspection process evaluated as good or better. Pupils are more actively engaged in their learning, with purposeful and meaningful opportunities to work in pairs and groups to apply their knowledge, understanding and thinking, as well as developing their oracy. It will be important to embed assessment for learning and marking for improvement to enable pupils to build on their individual strengths and improve further the standards they attain.
- The provision for English has improved and is now good. The planning for English has been reviewed to good effect; as a result, the range of opportunities for the pupils to develop further their oral and written communication skills has been extended. The development of literacy across the curriculum has progressed well.
- While the learning and teaching in mathematics has improved, the overall effectiveness of the provision for mathematics remains an important area of improvement. Further work is necessary to develop the planning for learning and teaching to ensure broader and more consistent learning experiences for all pupils. Numeracy across the school remains at an early stage of development.
- The important work to review and improve the provision for learning for life and work and personal development is benefitting the pupils well.
- There are more consistent and regular approaches to monitoring and evaluating the quality of provision at departmental and whole school level, with a growing use of a range of evidence to underpin evaluations.
- Strategically, the senior leadership of the school is more distributed with greater levels of accountability and communication, and improved pastoral/academic links using a common information management system.
- The school development plan now meets the requirements of the School Development Planning Regulations (NI) 2010 and working groups have been established to take forward the key priorities.

- The governors are supportive, committed and well-informed about the life and work of the school; exercising their challenge function is increasing accountability at all levels. They are better informed about the ongoing improvement work prioritised in the SDP.

## **Conclusion**

The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will continue to monitor how the school sustains improvement in:

- Continuing to raise the standards achieved by the pupils, through further developing and embedding self-evaluation and associated action planning.

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