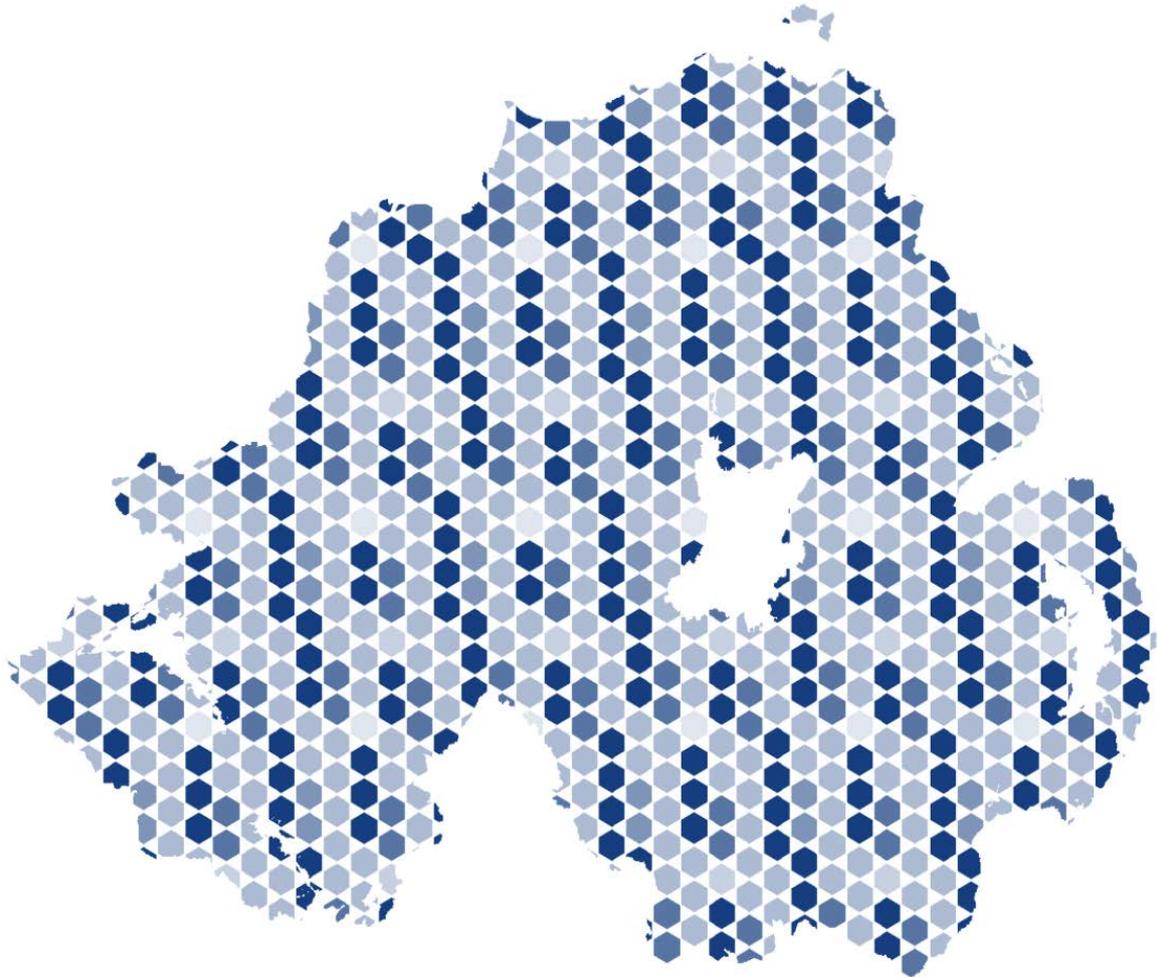


Education and Training Inspectorate

POST-PRIMARY INSPECTION



Tandragee Junior High School, County Armagh

Controlled, co-educational, 11-14 all-ability school DE Ref No: 521-0143

Report of an Inspection (Involving Action Short of Strike) in
October 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



CONTENTS

Section	Page
1. Context	1
2. Pupils', parents' and staff questionnaire responses	1
3. Focus of the inspection	2
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	3
7. Leadership and management	3
8. Safeguarding	4
9. Overall effectiveness	4

Appendices

- A. Inspection methodology and evidence base
- B. Reporting terms used by the Education and Training Inspectorate

1. Context

Tandragee Junior High School draws most its pupils from the town and the surrounding area; its provision includes a learning support centre, with a current enrolment of 27 pupils. The school is an active member of the Craigavon Area Learning Community. This year, the school is participating in a cross-community sporting initiative with a maintained 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 none of the teachers would be co-operating with the inspection. The senior leadership co-operated with the inspection in relation to leadership and safeguarding responsibilities. 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.

Tandragee Junior High School	2016/17		2017/18		2018/19		2019/20	
	No.	%	No.	%	No.	%	No.	%
Year 8 Intake	104	-	93	-	108	-	99	-
Total Enrolment	296	-	287	-	310	-	312	-
Attendance (NI Average*)	-	94.5 (91.8)	-	94.8 (91.9)	-	93.8	-	N/A
Free School Meal Entitlement	69	23.31	67	23.34	76	24.52	74	23.72
Pupils on SEN Register	62	20.95	65	22.65	63	20.32	61	19.55
No of Pupils with Statements	34	-	35	-	32	-	32	-
No of Newcomer Pupils	*	-	0	-	*	-	0	-

* Northern Ireland Statistic & Research Agency: Attendance at grant-aided primary, post-primary and special schools: Detailed Statistics - 2017/18, 2018/19.

N/A: Not available.

* Fewer than 5.

2. Pupils', parents' and staff questionnaire responses

Nine percent of the pupils completed the online questionnaire. Overall, the pupils' responses were very positive about their school, particularly in relation to the inclusive and welcoming ethos. Over one-half of the pupils who responded provided written comments, where they expressed their appreciation of the staff and the range of extra-curricular activities.

Fourteen percent of the parents (39) responded to the online questionnaire. Overall, the responses indicated high levels of satisfaction with, and support for, the work of the school. Forty-one percent of the parents who responded provided additional written comments. In the written responses the parents highlighted their children's enjoyment of school, including the extra-curricular activities, and praised the staff's dedication.

A small number of individual concerns raised through the pupil and parent questionnaires have been discussed with the principal and representatives from the board of governors.

A very small number of staff responded to the online questionnaire; the responses were positive.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, the inspection linked internal and external approaches to:

- evaluate the quality of the provision and the outcomes for the learners;
- 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.

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 literacy, mathematics and numeracy;
- the quality and impact of the provision for care, welfare and support of the pupils.

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
Quality of provision	No performance level available
Leadership and management	No performance level available

5. Outcomes for learners

- The pupils who met with the inspectors were polite and respectful. They spoke positively about their learning experiences across the curriculum and the opportunities available to them to take on leadership roles. The pupils articulated how these roles develop their personal and social skills, including confidence, communication and teamwork.

The ETI was unable to evaluate fully:

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

6. Quality of provision

- The pupils reported that the teachers make the learning 'fun'. They discussed the activities that they enjoy, including practical work and using Information and Communication Technology, and explained a range of strategies they use to improve their work. The pupils expressed their appreciation for, and enjoyment of, the range of extra-curricular activities provided for them. They shared examples of how they contribute to aspects of decision-making, including, for example, policy review and changes to the reward system.
- Through the close tracking of the pupils' progress and development, underachievement is identified and pupils are provided with additional curricular and pastoral support.
- The school's connections with the local community, notably local businesses, supports aspects of provision and broadens the pupils' learning experiences, including work experience opportunities for the pupils in the learning support centre.
- The provision for careers is delivered through the employability strand of the Learning for Life and Work programme and is supplemented by a range of careers-related events, including information sessions for pupils and their parents/carers as they prepare for transition.

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 and assessment in promoting learning;
- the quality or overall impact of the careers, education, information, advice and guidance provision;
- the quality of 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 senior leadership team works collegially; they have a clear vision for the holistic development of the pupils, which is underpinned by the school's values of 'care, courtesy and consideration'. In recent years, the school has focused on building the pupils' confidence, resilience and perseverance, in order to enable every pupil to enjoy learning and experience success.
- The school development plan is evaluative, reflective and child-centred. The plan is informed by the analysis of a range of data and consultation with pupils, parents, staff and governors. There is a consistent approach to action planning across the subjects and working groups; these action plans link directly to the priorities within the school development plan.

- The governors have a clear understanding of the life and work of the school and how they contribute to school improvement. The governors report that they make effective use of their skills and experience to provide support and, where appropriate, challenge. 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 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. The ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school. In discussions with the inspectors, the pupils reported that they feel safe and are aware of 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.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework publication is available on the [ETI website](http://tinyurl.com/ISEF-Post-Primary): <http://tinyurl.com/ISEF-Post-Primary>.

The arrangements for this inspection included: a meeting with representatives from the governors; formal discussions with some pupils (in groups), and meetings with members of the senior leadership; review of documentation and data; and the opportunity for all pupils, parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number returned	Percentage returned	Number with comments	Percentage with comments
Pupil	27	8.7	15	55.6
Parents	39	14	16	41
Teacher	*	*	*	*
Support staff	*	*	0	0

* Fewer than 5

The tabulated SIMS information has been verified by the school.

GCSE Grading 2019

The Department of Education has indicated there are no plans to change school performance measures at A*-C with the introduction of the new C* grade. For GCSEs graded 9-1 this performance measure will be 9-4. For the ETI, data on performance in public examinations continues to be only one of the measures that contributes to the evaluation of outcomes for learners.

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 management¹:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

¹ And the overall provision in a subject area or unit, as applicable.

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

© CROWN COPYRIGHT 2019

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk