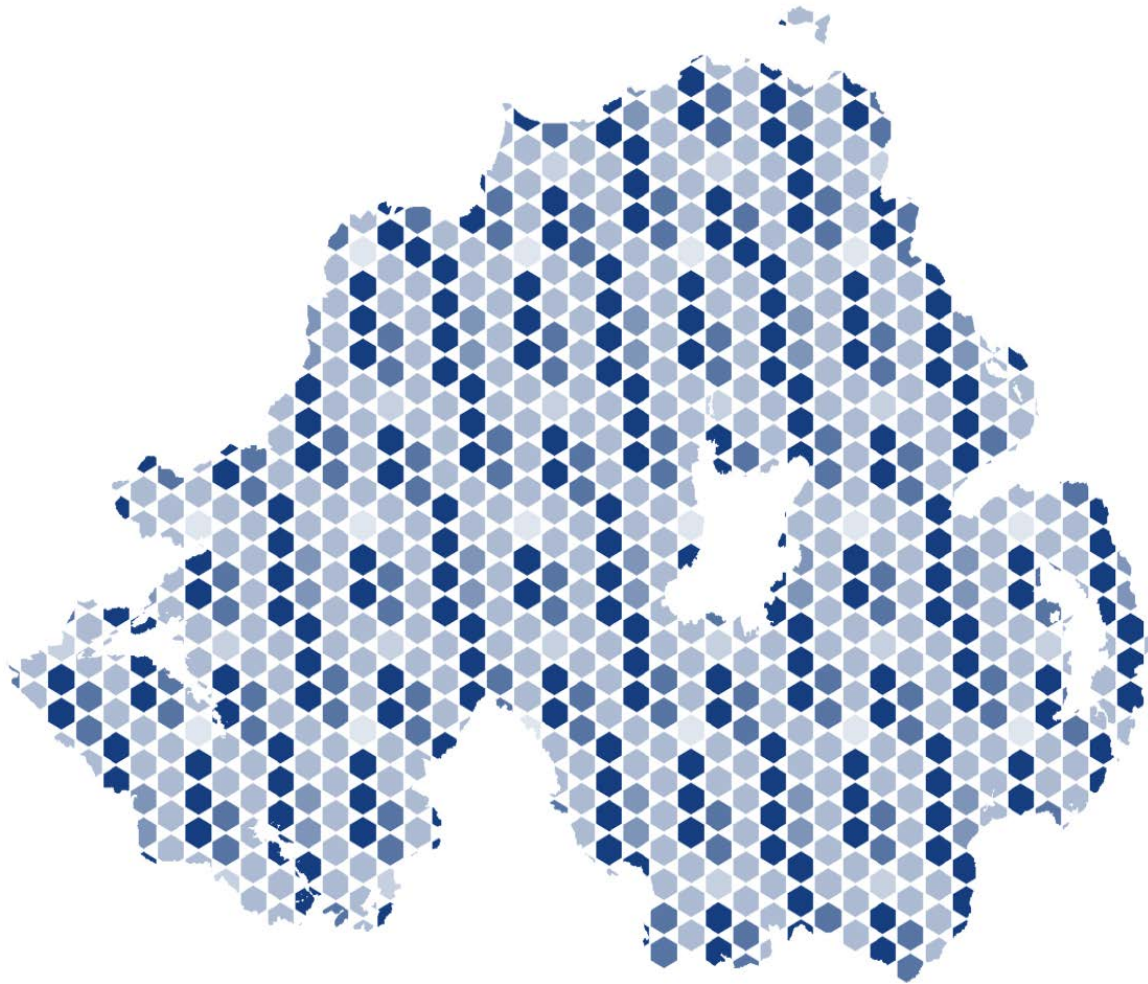


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Patrick's and St Brigid's College,
Claudy

11-16, inclusive, non-selective, co-educational
Catholic maintained college

Report of an Inspection
in January 2016

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms used by the Education and Training Inspectorate

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 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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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of post-primary schools, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

Inspectors observed learning and teaching, scrutinised documentation, data and the pupils' written work and held formal and informal discussions with pupils (individually and in groups), teachers and staff with specific responsibilities.

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 online questionnaire.

Seventeen percent of the parents (77) and 85% of the staff (45) responded to the questionnaires. Most of the parents expressed very high levels of satisfaction with the educational and pastoral provision provided by the school. In particular, the parents praised the inclusive ethos within the school, the dedicated and approachable staff and the importance of the school in the local community. All of the staff who responded commented positively on the effective communication within the school, the leadership and management and the opportunities they had for continuing professional development. The staff also commented on the poor resources for learning and teaching across the school and, in particular, the inadequate accommodation for physical education. The small number of issues raised in the questionnaires about communication and aspects of special educational needs was shared with the principal and representatives of the governors.

2. Focus of inspection

In order to promote improvement in the interests of all pupils, the purpose of inspection is, through effective linking of internal and external approaches, 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.

3. Context

St Patrick's and St Brigid's College draws most of its pupils from Claudy and the wider surrounding area. Approximately two-thirds of the year 8 pupils on entry have achieved at or above the expected levels in literacy and numeracy. Over the past four years, the number of pupils entering the school in year 8 has declined; however, the overall school enrolment has remained fairly constant at around 520 due to pupils who have transferred at different stages from a number of other post primary schools in the wider area. Over the same period, the percentage of pupils entitled to free school meals and the percentage of pupils on the special needs register have both increased significantly. During the 2012/13 academic year, the school achieved Investors in People status.

Over the past two years there have been major changes to the senior leadership team (SLT) including the appointment of a new principal in 2014.

St Patrick's and St Brigid's College	2012-13	2013-14	2014-15	2015-16
Year 8 Intake	98	110	103	86
Enrolment	517	531	534	520
% Attendance (NI Average)	93.5% (91.3%)	93.2% (92.0%)	92.1% (N/A)	N/A (N/A)
FSME Percentage ¹	25.1	29.6	47.2	45.2
% and (Number) of pupils on SEN register	29.6% (153)	38.6% (205)	47.0% (251)	47.5% (247)
No. of pupils with statements of educational needs in the mainstream school	33	40	47	47
No. of newcomers	*	*	*	*
<i>Intake²:</i>				
% of Y8 pupils with L5 English	13.1	5.5	#	#
% of Y8 pupils with L5 mathematics	20.2	14.5	#	#
% of Y8 pupils with L4 and above in English	65.7	65.5	#	#
% of Y8 pupils with L4 and above in mathematics	69.7	73.6	#	#

Source: data as held by the school.

data unavailable for all of the cohort due to industrial action in some primary schools

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Very Good
Provision for learning	Good
Leadership and management	Good

5. Achievements and standards

- Almost all of the pupils are courteous and demonstrate positive dispositions to learning. They interact well with each other, with staff and visitors and have a keen sense of pride in their school. The pupils show enthusiasm for practical activities and when given the opportunity they engage readily in tasks and activities for peer learning. However, they need more opportunities within a broader range of contexts to further develop and apply their oral communication and thinking skills.

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

² From 2013, KS2 standards in English and mathematics are reported as Levels of Progression in Communication and Using Mathematics and cannot be compared directly with KS2 data from previous years

- The pupils benefit well from the broad extracurricular provision. Sporting achievements in local inter-school competitions, at various levels, have resulted in high levels of participation in a range of sports. As a result, the pupils acquire positive attitudes to exercise and a commitment to healthy lifestyles. Participation by pupils in the school council, the drama production and a range of charitable events ensures that leadership, teamwork and social responsibility are being fostered appropriately.
- Overall, the pupils attain very good standards in mathematics. They are motivated, enjoy learning mathematics and make expected or better progress across the key stages. The pupils attain high standards in public examinations, achieving consistently well above the corresponding Northern Ireland (NI) three-year average for non-selective schools in GCSE mathematics at grades A* to C. The presentation of most of the pupils' work is of a high quality, precise and thorough.
- Most of the pupils make very good progress in the development of their literacy and in English. They achieve high standards at GCSE level, with the three-year average for English language at grades A* to C being significantly above the NI average for similar schools; in the last two years, all of the pupils entered for English literature achieved at grades A* to C and most achieved at grades A* to B.
- The pupils work confidently and enthusiastically in physical education lessons and achieve very good standards. Over the past three years, the school's performance in GCSE physical education at grades A* to C and A* to B is significantly above the NI average for non-selective schools. The strong examination results are a key strength of the work of the physical education department.
- Over the past three years, the percentage of year 12 pupils attaining five or more GCSE qualifications or equivalent at grades A* to C has increased from 66% to 76%, which is well above the NI average for similar non-selective schools.
- Most of the subjects at GCSE grades A* to C are above the corresponding three year average, and almost one-half are more than ten percentage points above. Almost all of the subjects below the corresponding three year average show an increasing positive trend in outcomes.
- Over the past three years, the percentage of year 12 pupils attaining five or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics, has increased from 53% to 59%, which is significantly above the NI average for similar non-selective schools.
- Over the same period, the percentage of year 12 pupils entitled to free school meals attaining five or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics has increased from 25% to 49%, which is well above the corresponding NI average.
- The percentage of year 12 pupils attaining five or more GCSE qualifications or equivalent at grades A* to E has remained consistently high at approximately 95%. The percentage of year 12 pupils on the special needs register attaining five or more GCSE qualifications or equivalent at grades A* to C has fluctuated, but over the past two years has decreased from 46% to 31%.

6. Provision for learning

- Most (77%) of the lessons observed were effective (good or better) in promoting and progressing the pupils' learning; over one-quarter of the lessons were highly effective (very good or better). The characteristics of the best practice included: detailed knowledge by the teachers of the pupils' interests and personalities; supportive relationships in the classroom; high expectations coupled with high levels of pace and challenge; opportunities for the pupils to collaborate in paired and group work that were closely matched to the learning outcomes; and effective questioning that allowed for thinking time and well-reasoned responses.
- The less effective practice (important areas for improvement), in almost one-quarter of the lessons observed, was characterised by: a lack of planning for the learning needs of all the pupils; too much teacher exposition; and tasks pitched at too low a level, resulting in some pupil disengagement and passivity.
- The short-term planning is structured appropriately and largely effective. While the medium and long-term planning in most subjects outlines how the pupils' knowledge, understanding and skills will progress, there needs to be a sharper focus by the teachers on the differentiated teaching and learning strategies used to achieve the planned learning objectives for all of the pupils.
- Standardised key assessments have been recently introduced to support a more effective use of data in identifying any low and underachievement and to monitor and demonstrate pupil progress and attainment. The tracking and analysis of this data is at an early stage and will need to be used sensitively by teachers at individual class level to better inform their planning for particular cohorts of pupils, and to set more personalised learning targets for those pupils on the special educational needs register.
- The provision for learning in English is good. There is a clear focus on developing reading responses and opportunities for extended writing. All teachers support well the development of the pupils' vocabulary. In the effective (good or better) practice, in two-thirds of the lessons observed, the teachers used group activities and thoughtful questions to stimulate purposeful discussion and elicit increasingly extended oral and written responses from the pupils. Pupils respond well to the use of drama techniques, information and communication technology (ICT) and learning experiences connected to meaningful, real-life contexts. In the less effective practice, in one-third of the lessons observed, the teaching did not adequately build on prior learning or take account of the needs and abilities of all of the pupils; higher levels of challenge and appropriate support were needed. The department has appropriately prioritised the need to review the planning for learning at key stage (KS) 3 to improve further the learning experiences.
- Literacy is promoted effectively through some well-planned and subject-specific learning activities across the curriculum. The pupils' writing is celebrated to good effect in displays throughout the school. A high priority has been afforded to the further acquisition and application of literacy skills by pupils within English and across the curriculum. There is a need for the sharing of best practice in literacy, and monitoring of the provision across the curriculum, to ensure the pupils have sufficient opportunities to develop further their literacy skills in a broader range of relevant contexts.

- The provision for learning in mathematics is good. Mathematics lessons have a suitable structure with well-focused reviews of prior learning; the teachers work effectively, and consistently, to make the learning objectives clear to the pupils. In the most effective (good or better) practice, in four-fifths of the lessons observed, the pupils: work well to consolidate and extend their mathematical understanding by engaging positively and individually; and during whole class discussions they offer answers willingly and confidently. In the less effective practice, the teachers do not plan sufficiently in order to engage pupils more actively in their learning or assess individual learning needs effectively enough to inform future planning.
- On the few occasions during the inspection when opportunities arose in other subjects, the pupils' numeracy understanding and skills were enhanced and consolidated. However, these opportunities are inconsistent and not sufficiently regular across the subject departments. Appropriately, the school has identified the need for a more consistent approach to the promotion and development of the pupils' numeracy skills across the curriculum in order to monitor effectively their progress in the acquisition and application of numeracy skills.
- In spite of the challenges and deficiencies with regard to the inadequate accommodation for physical education, effective use is made of the limited learning space and off-site facilities to deliver the physical education curriculum; the provision for learning in physical education is good overall. The teachers have high expectations and provide the pupils with well-planned and appropriately challenging learning experiences which are matched well to their needs. Consequently, the pupils demonstrate good levels of skill in a range of physical activities and make good progress in their learning.
- The overall provision for the care and support of the pupils is an important area for improvement. The pastoral care of the pupils has several key strengths, including: an enthusiastic, involved school council; a supportive extended schools morning club; and a good range of extra-curricular programmes, including a counselling service to support the well-being of the pupils. The relationships between pupils and teachers are very positive and the recently introduced scheme to recognise the pupils' achievements is valued by them. The pastoral staff have recently evaluated the provision and identified appropriately the need to develop further the personal and social education programme for all pupils. The provision for pupils with special education needs is underdeveloped; there is inconsistency in identifying the level of additional learning support needed and more detailed work is required for target-setting in the individual education plans. The leadership and management of special educational needs is a key priority for improvement which has been appropriately identified and actioned by the school. In taking this improvement work forward, it will be important for the school to: review the criteria for placing pupils on the special educational needs register, in particular, the methods used to identify those pupils at stage 1; and ensure that individual education plans outline more explicit intervention strategies, and time-bound targets.

- The curriculum at KS 3 is appropriately broad and balanced. At KS 4, the school has reviewed its curriculum offer and has expanded the range of subjects delivered. The KS 4 curriculum is predominantly academic and meets well the needs of most of the pupils. It is ambitious in nature and has raised expectations for most of the pupils as evidenced by the significant proportion of them who consistently progress onto relevant post-16 courses at level 3. While keen to maintain the rigour of the curriculum, the school is currently, and appropriately, exploring broader, more diverse and vocational progression pathways for the small cohort of pupils whose needs, career interests and abilities need to be more closely met. The school is committed to meeting the requirements of the Entitlement Framework and is making good progress towards achieving this goal.
- There are some notable strengths in the provision for careers education, information, advice and guidance (CEIAG). The recently established team has appropriately mapped out a range of learning opportunities for CEIAG across the curriculum. All KS 4 pupils access work-related learning opportunities, a taught, progressive careers programme and they benefit from a well-conceived careers week. The pupils' knowledge of the various career pathways open to them, however, and the associated qualifications and skills they need, is overly variable. To address the gaps in knowledge for some of the pupils, the school needs to monitor and evaluate the impact of the careers-related programme on further developing the pupils' understanding of curriculum pathways and the effectiveness of their personal career planning.

7. Leadership and management

- The senior leadership structure in the college is in a period of transition following the appointment of several senior leaders, including a new principal in September 2014, two assistant principals and two senior teachers. The previous school development plan (SDP) has been robustly and effectively evaluated by the new principal and a new three-year school development planning cycle has been implemented. The current SDP identifies clearly the key areas and actions for improvement which the school is addressing appropriately; the senior leadership team is demonstrating clearly their capacity to bring about improvement. A well-planned, realistic strategic direction has been established and agreed; it is based on relevant consultation for the future developments in the school and takes account of the needs and views of the pupils, parents, staff and the wider community.
- The middle leaders understand well and share the vision for whole-school improvement. They work collegially to implement the processes for self-evaluation and review. The action planning to promote improvement is aligned closely to the priorities of the SDP. In going forward, the middle leaders need to establish an accurate baseline using qualitative and quantitative data and to set appropriate time-bound targets, against which to measure progress and improvement.

- The governors are well-informed about the life and work of the school and the standards the pupils attain. They have a good understanding of the strengths and areas for improvement of the school and are committed to taking a more active role in target-setting and monitoring the effectiveness of improvement planning. Based on the evidence available at the time of the inspection, the parents, staff and school community can have confidence in the aspects of governance evaluated.
- On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding children. These arrangements broadly reflect the guidance issued by the Department of Education. The pupils reported that they feel safe in school and know what to do if they are concerned about their safety or well-being. The following areas, however, need to be addressed: to update the training for all staff and governors; to review the health and safety policy to ensure that individual risk assessments have clear actions on how the risks will be addressed; and to update and ratify policies within a more timely and planned cycle.

8. Overall effectiveness

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 in:

- the provision for special needs; and
- monitoring and evaluating at departmental level the effectiveness of planning teaching, learning and assessment in meeting the needs of all the pupils.

Examination performance and other statistical data GCSE and equivalent examination results from 2012-13 to 2014-15

Based on data held by the school in SIMS³ and verified with ETI, the table below compares the percentage of year 12 pupils in St Patrick's and St Brigid'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 category⁴.

Data on year 12 (Key stage 4) performance

GCSE and GCSE equivalent subjects - *following permitted exclusions	2013	2014	2015
*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	66	75.2	75.8
<i>The NI average for similar schools in the same free school meals category⁵</i>	<i>62.9</i>	<i>71.6</i>	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	53	60	58.95
<i>The NI average for similar schools in the same free school meals category</i>	<i>35.6</i>	<i>45.1</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	96	95.2	93.7
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)	25	53.85	48.89

Other examination results at key stage 4 from 2012-13 to 2014-15

Based on data held by the school in SIMS and verified with ETI, the table below shows the percentage of year 12 pupils in St Patrick's and St Brigid's College achieving at grades A* to C and A* to E in vocational/applied courses equivalent to GCSE level. No average is available from the examining board(s) for the subjects in this table to facilitate comparison.

Other (level 2) courses taken in at least two of the last three years

Level 2	2013	2014	2015	Total entry over 3 years
	<i>% pass</i>	<i>% pass</i>	<i>% pass</i>	
<i>Occupational Studies</i>	86	97	93	88

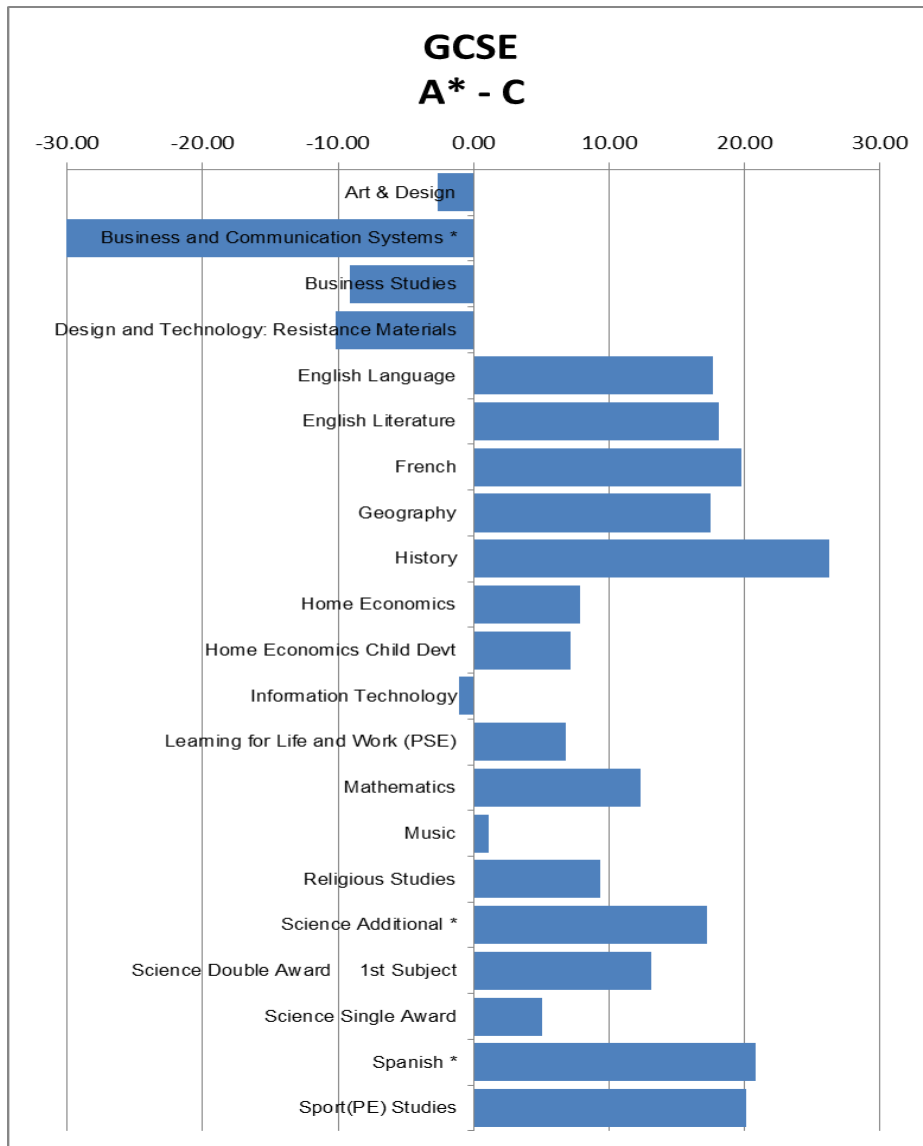
³ SIMS: School Information Management System

⁴ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

⁵ See benchmarking data and guidance contained in the DE Circular 2011/03: 'School Development Planning and Target-Setting'.

Attainment of pupils in individual subjects at GCSE level at grades A* to C from 2012-13 to 2014-15

Based on data held by the school in SIMS⁶ and verified with ETI, the average over three years of the percentage of year 12 pupils achieving at GCSE level at grades A* to C in individual subjects in St Patrick's and St Brigid's College is compared with the three-year NI average for similar pupils. A positive value (to the right) shows that the average individual subject performance is above the NI average. The number of entries to each subject will vary considerably and therefore comparisons between subjects should be treated with caution.



*indicates fewer than 30 entries over 3 years

⁶ SIMS: School Information Management System

Leavers' destinations

Based on data held by the school and verified with ETI, the table below shows the percentage of all of the pupils from St Patrick's and St Brigid's College who leave school to enter further education, higher education, work-based learning or employment, or are seeking employment compared with the average for non-selective schools.

	2013/14 NI %	2013/14 School %	2013/14 School Nos	Level 2	Level 3
Total number of leavers			113		
Other schools			53		
Employment	8.8	2.0	2		
Further Education	46.2	34.5	39	16	23
Work-based learning	16.9	12.4	14	14	
Unemployed	3.6	0	0		
Unknown	3.6	4.4	5		

Accommodation

1. The accommodation and facilities for physical education are inadequate; they are insufficient to support adequately the curriculum for physical education and incur significant challenges for the staff in meeting the needs of the pupils and ensuring they can undertake physical activity in a safe environment.

Health and safety

1. Risk assessments for the accommodation for physical education need to be reviewed to include identification of specific risk and actions taken to minimise risk of injury to pupils.
2. Review the health and safety policy to ensure that individual risk assessments have actions and strategies on how the risks will be reduced.

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