



*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**



INVESTOR IN PEOPLE

## **Education and Training Inspectorate**

### **Report of a Standard Inspection**

**St Paul's Junior High School  
Craigavon**

**Inspected: September 2008**

## CONTENTS

Section		Page
1.	INTRODUCTION	1
2.	THE QUALITY OF THE PUPILS' WORK	2
3.	MAIN FINDINGS	3
4.	CONCLUSION	4
	APPENDICES	

## **1. INTRODUCTION**

### **1.1 CONTEXT**

St Paul's Junior High School is a non-selective 11-16 school for boys, within the two-tier system of education in the Craigavon area. Approximately 50% of pupils transfer to St Michael's Grammar School at the end of year 10. The school is situated in Lurgan and serves both an urban and rural population. The enrolment has fluctuated slightly over the past five years. The school has indentified approximately 22% of the pupils requiring additional support for their learning and almost 25% of pupils are entitled to free school meals. In addition, there are 15 pupils with English as an additional language (EAL).

### **1.2 FOCUS**

The inspection focused on leadership and management at all levels across the school and, in addition, on the provision for English, geography and mathematics. The provision for pastoral care and the arrangements for child protection were also inspected as was the school's general approach to promoting healthy eating and physical activity. As an additional evidence base for the inspection, lessons were observed in a range of other subjects.

### **1.3 THE VIEWS OF THE PARENTS, TEACHERS, SUPPORT STAFF, GOVERNORS AND PUPILS**

The arrangements for the inspection of pastoral care and child protection included the opportunity for the parents, the teaching staff and support staff to complete a confidential questionnaire, prior to the inspection, as well as meetings with representatives from the Board of Governors (governors) and groups of pupils from years 8, 10 and 12.

One hundred and twenty one questionnaires were issued to parents; 38 were returned to the Department of Education of which 18 contained additional written comments. The responses from the questionnaires and the comments from the parents indicated their strong satisfaction with the work of the school. In particular, the parents mentioned the encouraging and helpful teachers, the support for those who require additional learning support and the ease with which new pupils settle at the school.

The governors expressed their strong support for the work of the school; they praised, in particular, the school ethos, the significant recent improvements in the work and life of the school, the leadership of the Principal, and the committed and hard-working teachers and support staff.

In discussions held with the pupils, they talked about what they enjoy in the school and the approachability of, and encouragement from, the teachers and support staff. They indicated that they know whom to turn to if they have any concerns regarding their work or their safety and well-being.

Almost 78% of the teachers completed a confidential questionnaire, with seven providing additional written comments. In addition, 18 support staff completed questionnaires. The responses were positive about the care and support for the pupils and provided evidence of the commitment of the staff to the school. Some concerns were expressed about staff welfare, communication in the school and inconsistencies in dealing with indiscipline.

The Education and Training Inspectorate (Inspectorate) has reported to the Principal, and representatives of the governors, the areas of concern emerging from all questionnaires and discussions. Some of these issues are commented on in the body of this report.

## **2. THE QUALITY OF THE PUPILS' WORK**

### **2.1 ACHIEVEMENT AND STANDARDS**

The pupils co-operate well with their teachers and are generally motivated to do their work. Over the past three years, there has been some improvement in the percentage of pupils obtaining grades A\* to C in at least five subjects at General Certificate of Secondary Education (GCSE) but the percentage of pupils obtaining grades A\* to E in at least five subjects at GCSE was well below the Northern Ireland (NI) average for similar schools. In addition, there is too great a variation in the examination performance of individual subjects. The school, through its own processes of self-evaluation, has identified the need to improve the standards achieved by the pupils in external examinations. The inspection endorses this as a key priority. More details of the examination results can be found in Appendix 4.

### **2.2 QUALITY OF LEARNING AND TEACHING**

The quality of teaching ranged from satisfactory to outstanding in almost all of the lessons observed; it was very good or better in a fifth of the lessons. In the most effective practice, the lessons were well planned with a range of activities matched appropriately to the needs of the learners; learning intentions were shared with the pupils; information communication technology (ICT) was used effectively to engage the pupils in their learning; and there was effective marking focused on improvement. In the less effective practice, the lessons were characterised by over-reliance on teacher exposition, closed questioning, lack of appropriate planning and strategies to address the range of abilities within the class resulting in inconsistencies in the range and quality of the pupils' work, and limited opportunities for the pupils to be engaged actively in their learning. It is appropriate that the school has prioritised the development of oracy and personal and social skills.

The school places a strong focus on special educational needs (SEN) and there is effective administration by the special educational needs co-ordinators (SENCOs) and classroom assistants. The co-ordinators prepare individual education plans outlining the learning difficulties and specific needs of the pupils; in the best practice, these are further refined and customised by teachers. The implementation of this planning, however, is not sufficiently effective across all subject departments. There needs to be a sharper focus by all teachers on planning for differentiated activities which are matched to the needs of individual pupils in order to raise the standards they achieve.

More detailed evaluation of the subjects under focus is provided in Appendix 1.

### 2.2.1 PASTORAL CARE

The quality of the pastoral care within the school is satisfactory. The strengths include the commitment of the staff to the welfare of the pupils, the hard work of the pastoral care team, the good start made to the mentoring scheme for year 12 pupils and the inclusive approach and provision for the EAL pupils. The school needs to develop a more consistent and integrated whole-school approach to meet more fully the pastoral and academic needs of the pupils.

### 2.2.2 CHILD PROTECTION

The school has satisfactory arrangements in place for safeguarding pupils. These arrangements broadly reflect the guidance issued by the relevant Department.

### 2.2.3 HEALTHY EATING AND PHYSICAL ACTIVITY

The school gives good attention to promoting healthy eating and physical activity, for example the effective breakfast club and relevant displays throughout the school. There is inadequate time allocated for a healthy mid-morning break.

## 2.3 MANAGEMENT ARRANGEMENTS

There have been significant improvements in the school under the leadership of the Principal. He has a clear vision for the school and, in particular, for the development of effective learning and teaching within the school. The improvement process is linked clearly to a well-constructed school development plan (SDP) which complies fully with the requirements of the Education (School Development Plans) Regulations Northern Ireland 2005 Order. There are good opportunities for consultation about the SDP and there is a strong focus on the personal and professional development of staff in meeting the key priorities of the school.

There are some examples of good practice in self-evaluation within the school including the more effective use of data by the Principal, Vice-principals and heads of department to set targets for improvement. There is a need, however, to review the roles and responsibilities of the senior management team and heads of department to improve communication, and to bring a sharper focus to the monitoring and evaluation of learning and teaching in order to raise further the standards achieved by the pupils.

## 3. MAIN FINDINGS

### 3.1 The main strengths of the school include:

- the stimulating and pleasant learning environment;
- in the lessons observed, the courteous and well behaved pupils;
- the quality of the teaching which was very good or better in a fifth of the lessons observed;
- the good use of ICT by the majority of teachers to engage pupils in their learning;

- the strong focus on SEN, including the hard work, commitment and contribution of the SENCOs and the classroom assistants to the learning experience of the pupils; and
- the significant improvements in the school under the leadership of the Principal and his clear vision for the current and future direction of the school.

The areas for development include the need:

- to review the pastoral care provision in order to promote a more integrated and consistent approach to the pastoral and academic needs of the pupils; and
- to raise the standards achieved by the pupils through the dissemination of the good practice in the school and more rigorous monitoring and evaluation of learning and teaching.

#### 4. **CONCLUSION**

In most of the areas inspected, the quality of education provided in this school is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in learning and teaching and pastoral care which need to be addressed if the needs of all the learners are to be met more effectively. The Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

**SUMMARY OF MAIN FINDINGS FOR THE SUBJECTS UNDER FOCUS**

**English**

The strengths of the provision include:

- the high expectations of the English teachers which contribute to good working relationships within the lessons observed;
- the good standards achieved at the end of Key Stage (KS) 3 and GCSE;
- the quality of the teaching which ranged from satisfactory to very good;
- the quality of the marking for improvement; and
- the collegiality of the department under the guidance of the Head of English.

The area for improvement is:

- the need to develop departmental planning that has a clear focus on the development of active learning strategies and the use of ICT in order to further raise standards.

**Geography**

The strengths of the provision include:

- the hard work and commitment of the teachers;
- the good beginning made to planning across KS 3, promoting consistency and progression in learning and teaching within the department;
- the variety of approaches used to engage pupils effectively in their learning;
- the pupils' interest and enthusiasm in geography;
- the stimulating learning environment which encourages interest in, and engagement with, a range of places and contemporary geographical issues; and
- the well structured lessons with opportunities for pupils to consolidate their learning.

The area for improvement is:

- the need to monitor and evaluate the standards achieved by the pupils across the department, in order to inform future planning and classroom practice.

**Mathematics**

The strengths of the provision include:

- the improved standards at the end of KS 3 and GCSE;
- the good or better teaching in half of the lessons observed;
- the effective use of the interactive whiteboard to enhance teaching and learning; and
- the important contribution made by the classroom assistants who worked in partnership with the teachers.

The areas for improvement are the need:

- to review the planning for mathematics to take account of the range of needs of the pupils;
- to deploy a wider range of learning and teaching activities to engage the pupils more actively in their learning; and
- to develop monitoring and evaluation within the department, including a more rigorous approach towards self-evaluation.



## APPENDIX 2

### STATISTICAL INFORMATION

- 1.1 i. School: St Paul's Junior High v. Date of Inspection: W/C 29.09.08  
 ii. School Reference Number: 5230088 vi. Area of Study: Standard Inspection  
 iii. Age Range: 11-16  
 iv. Status:

### 1.2 Intake/Enrolment

School Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
Year 8 Intake	115	113	105	113	137	109
Total enrolment	505	497	477	480	483	468

Year 2008/09	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	109	136	115	50	58	0	0	468
Enrolment: Girls	0	0	0	0	0	0	0	0
Enrolment: Total	109	136	115	50	58	0	0	468
PTR	14.11	14.89	14.5	11.79	14.84	0	0	

### 1.3 Attendance

Year 2007/08	8	9	10	11	12	13	14	Average 2007/08	NI Average 2006/07
% Attendance	91.4	89.1	87.1	81.1	82.6	0	0	86	90

- 1.4 i. Total Number of Teachers: 33 iii. Contact ratio (percentage of timetabled time in direct class contact): 0.68
- ii. PTR (Pupil/Teacher Ratio): 14.21 iv. Number of Teachers involved in Area of Study: (Focused only) 12

1.5 Staying On Rate (2007/08) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	N/A	NI Av Year 13	N/A
Year 14	N/A	NI Av Year 14	N/A

### 1.6 Leavers Destinations

2006/07	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	76		0	
Another School	1%	11.1	N/A	N/A
Employment	12%	12.4	N/A	N/A
Full-time Further Education	9%	37.2	N/A	N/A
Full-time Higher Education	N/A	N/A	N/A	N/A
Full-time Training	61%	30.1	N/A	N/A
Seeking Employment/Unemployed	0%	4.1	N/A	N/A
Unknown/Long Term Sick/Pregnant	17%	4.9	N/A	N/A

1.7 NAME OF SCHOOL: ST PAUL'S JUNIOR HIGH SCHOOL YEAR: 2008/2009

<b>GCSE</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Percentage of Year 12 taking GCSE in at least 5 subjects</b>	90.48	88.41	93.94
<b>Percentage of Year 12 obtaining Grades C or above in at least 5 subjects</b>	20.63	31.88	31.82
<b>Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics</b>	4.76	23.19	15.15
<b>Percentage of Year 12 obtaining Grades E or above in at least 5 subjects</b>	65.08	62.32	66.67

## APPENDIX 3

### EXAMINATION RESULTS

*Table showing the GCSE subject results over the previous three years ending in June 2008, in comparison with the respective Northern Ireland (NI) averages*

*Table 1*

	More than 10 percentage points above	Between 5 and 10 percentage points above	Within 5 percentage points	Between 5 and 10 percentage points below	More than 10 percentage points below
GCSE A*-E	Religious Studies	English Mathematics Science Double Award Sport/PE Studies	Polish** Science Single Award	Office Technology	Art & Design Business Studies Design and Technology* History Learning for Life and Work Motor Vehicle Studies

\* denotes subjects which had a total entry of less than 30 over three years.

\*\* denotes subjects which had a total entry of less than 20 over three years

*Table showing the spread of the NI subject averages which have been used in the determination of Table 1.*

**Table 2**

	<b>100% - 96%</b>	<b>95% - 86%</b>	<b>85% - 76%</b>	<b>75% - 66%</b>	<b>65% - 0%</b>
GCSE A*-E	Polish	Art & Design English Science Double Award Sport/PE Studies	Business Studies Design and Technology History Mathematics Office Technology Religious Studies Science Single Award	Learning for Life and Work Motor Vehicle Studies	

**GCSE Vocational subjects**

Subject	2006		2007		2008		Total Entry over 3 years
	% A-C	% A-E	% A-C	% A-E	% A-C	% A-E	
Applied business	61%	89%	86%	90%	67%	88%	120
Leisure and Tourism	32%	89%	39%	83%	21%	86%	116

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