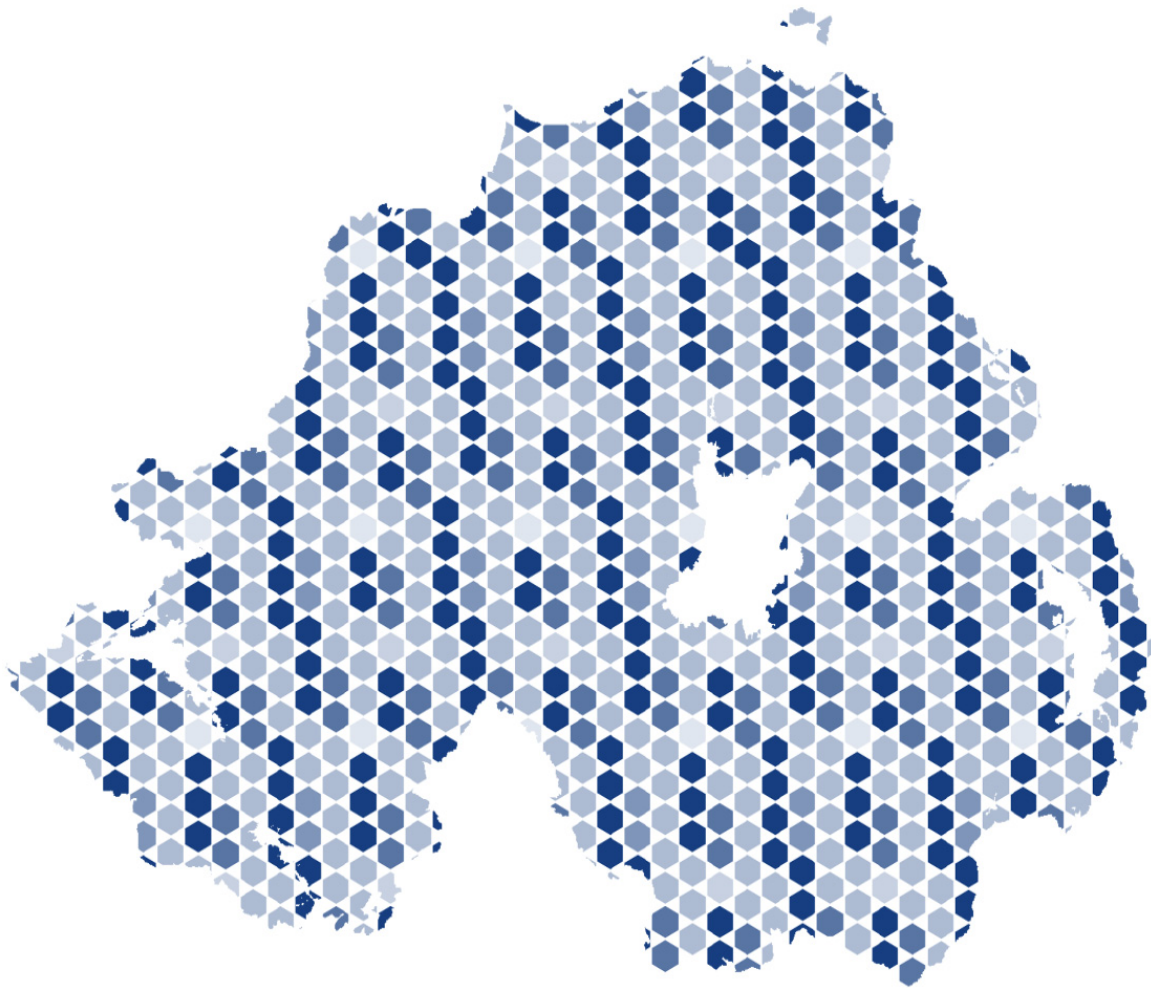


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

St Joseph's Boys' School,
Derry

Maintained, Non-selective, Boys' 11-18 School

Report of an Inspection
in November 2011

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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%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

GLOSSARY OF TERMS AND ABBREVIATIONS USED IN THE REPORT

The term '*similar schools*' refers to schools in the same free school meal category as defined by DE, whether they are selective or non-selective.

CEIAG	Careers Education Information Advice and Guidance
DE	Department of Education
ETI	Education and Training Inspectorate
EF	Entitlement Framework
FLC	Foyle Learning Community
FSM	Free School Meals
GCE A	General Certificate of Education Advanced Levels
GCSE	General Certificate of Secondary Education
HOD	Head of Department
KS	Key stage
NI	Northern Ireland
SDP	School Development Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SMT	Senior Management Team
STEM	Science Technology Engineering and Mathematics

1. CONTEXT

St Joseph's Boys' School is situated in the Creggan area of Derry. The school enrolment is improving against a trend of falling post-primary pupil numbers in the local area. The school attracts boys with a wide range of abilities and is currently oversubscribed.

St Joseph's Secondary School for Boys	2008	2009	2010	2011
Enrolment	874	875	885	892
FSM (Band 4) Percentage	45.5	43.1	43.1	42.4
% (No) of boys on SEN register	33 (290)	31 (267)	28 (248)	31 (273)
<i>No. of boys with statements</i>	58	57	57	55
<i>No. of newcomers</i>	0	0	0	*
Intake				
% of Y8 boys with L5 English	2.68	2.61	*	5.26
% of Y8 boys with L5 mathematics	6.04	5.88	9.59	5.26
% of Y8 boys with L4 English	51.01	49.67	50.68	51.97
% of Y8 boys with L4 mathematics	51.68	52.94	44.52	51.32

Source: Data as held by the school. * fewer than 5.

2. OVERALL FINDINGS OF THE INSPECTION

2.1 In the areas inspected, the quality of education provided by the school is very good.

3. ACHIEVEMENTS AND STANDARDS

3.1 The standards achieved by the boys are very good

KEY FINDINGS

The boys respond well to the good learning opportunities provided by almost all of the teachers. They interact well with their peers and their behaviour in the classrooms, and around the school, was, at the time of the inspection, generally very good.

Comparisons based on FSM percentage	2009	2010	2011
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	47.92	57.53	60.1
Comparison with the NI average for similar schools in the same FSM category	Above average	Above average	Above average
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	27.08	21.23	39.9
Comparison with the NI average for similar schools in the same FSM category	Well above average	Above average	Well above average
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	69.44	80.14	82.6

Source: Data as held by the school, with DE benchmarks.

The coherent system of tracking the progress of the boys, which is being applied in almost all of the subject areas, has had a positive impact on raising the standards they achieve.

Overall the standards attained by the boys in KS4 are very good. There is an improving trend in the attainment at GCSE level, and the outcomes compare very favourably with similar non-selective schools for five GCSEs at Grade A*-C, including English and mathematics.

The results at GCE advanced level are less consistent. The results for the applied courses are generally good, particularly for the double award science course and travel and tourism. The school has identified appropriately the need to improve the standards attained by the boys in the general courses.

Comparisons based on FSM percentage	2009	2010	2011
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	30.4	33.3	30.8
<i>Comparison with the NI average for all non-selective schools</i>	<i>Below average</i>	<i>Below average</i>	<i>Below average</i>
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	84	96	98
<i>Comparison with the NI average for similar schools in the same FSM category</i>	<i>Below average</i>	<i>Above average</i>	<i>Above average</i>

Source: Data as held by the school, with DE benchmarks.

4. PROVISION FOR LEARNING

4.1 The quality of provision for learning is very good.

KEY FINDINGS

The quality of learning and teaching in English is very good; in mathematics and science it is satisfactory.

The quality of teaching observed ranged from inadequate to outstanding, with most lessons good or better; a minority were outstanding.

In the minority of outstanding and very good lessons, the boys' responded well to the high expectations set through a brisk, energetic pace of learning; the teachers' effective use of questioning reinforced the key learning points and promoted both the boys' understanding and their language skills. In a further minority of the lessons observed, the boys were unclear about the expectations of the lesson and their learning was not consolidated or assessed appropriately because of over-direction and poor management by the teachers. A small number of teachers did not set and apply consistently the boundaries for acceptable pupil behaviour.

There has been a recent whole-school focus on planning for learning and teaching and most of the teachers have worked hard at reviewing their planning. Whilst some good progress has been made, improvement in the quality of classroom practice is inconsistent.

The quality of provision for SEN is very good.

The boys' skills as learners and their ability to learn alongside their peers are developed through very good quality, well-focused support for learning. As a result the majority, of those who receive additional support in literacy, make good progress, attain good standards and achieve good success in GCSE.

The support for the boys who are having difficulty in mathematics at KS3 is under-developed.

4.2 The quality of the care, guidance and support of boys is very good.

KEY FINDINGS

The very good rapport among the boys and between the boys and the staff reflects the supportive and inclusive ethos of the school. Throughout the inspection, the boys were courteous, well behaved and they engaged confidently with the inspection team. They spoke highly of the learning support they are given by all staff.

The boys' overall learning experiences are enhanced through the strong links with the community and outside agencies developed by the school. The senior prefect team is supporting well the pastoral system throughout school; in particular, the year 8 boys valued highly the excellent support they receive during their induction to the school.

The staff have worked hard to improve pupil attendance and the figure now stands at the average for boys in non-selective schools.

The school has a very good focus on health promotion and physical activity and encourages the boys to engage in events which promote healthy lifestyles.

4.3 The curricular provision for the boys at KS3 and at KS4 is very good. The curricular provision for the boys at sixth form is very good

KEY FINDINGS

The curriculum provided for the boys at KS3 and KS4 is very good: all of the boys follow a broad and balanced curriculum. At KS3, the curriculum meets effectively the diverse range of learning needs of almost all of the boys. At KS4, the school provides a range of options that offer the boys opportunities to choose subjects that are relevant to their needs and interests. The school works well with parents to ensure that the appropriate learning pathways are matched to the learning and career aspirations of the boys.

Boys returning to the school to follow post-16 courses have access to a good range of vocational and general subjects provided within the school and in conjunction with the FLC with which there are very good links. The curriculum on offer meets the requirements under the Entitlement Framework.

The provision for CEIAG is good. The boys are well-informed about the career pathways that are available to them and can speak confidently about their future choices. Detailed schemes of work developed, effectively in collaboration with the FLC, link appropriately to the whole school development plan. The school is working towards a whole school CEIAG mapping exercise to further develop CEIAG across all departments. The current accommodation for careers is inadequate.

5. LEADERSHIP AND MANAGEMENT

5.1 The leadership and the management are very good.

KEY FINDINGS

Leadership and management at senior levels are very good. All members of the senior management team have clearly defined roles and carry them out effectively. They work well in the interests of the boys and the school and have begun to make a positive impact on the quality of teaching and learning and on raising the standards achieved.

The leadership of the principal is outstanding. During his four years in the school he has promoted a positive sense of team working across most areas for the purpose of raising standards. He is supported effectively by the two Vice-principals, who lead and manage the pastoral and curriculum areas of the school's provision.

A particular strength is the development of an effective system to track progress and mentor the boys who are underachieving. This system is monitored effectively by members of the SMT, including the SENCO, whose work is, in turn, monitored by the Vice-principals and the Principal.

The middle managers, both curricular and pastoral, are developing an appropriate range of strategies to improve the boys' standards, behaviour and attendance. A culture of rigorous self-evaluation and reflection has been established successfully in many departments, which has begun to impact positively on the standards and achievements of the boys.

There is, however, variation in the level of success: a small number of departments have yet to demonstrate progress. In order to ensure greater consistency in the quality of educational provision in all subjects, the departments need to work collectively, sharing their existing good practice.

The SDP meets fully the requirements of the School Development Plan Regulations (NI) 2005 with regard to setting targets and measuring improvement. Through a high level of consultation with parents, boys and all staff, a range of suitable priorities has been identified. The implementation of the priorities and targets are monitored and evaluated by the SMT. A small number of departments need additional support in this process, particularly with regard to setting targets and measuring success.

The school has strong and effective links with local employers and, in particular, with former boys who act role models for the boys.

The school has very good, comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

6. CONCLUSION

6.1 In the areas inspected, the quality of education provided by the school is very good. The school is meeting very effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

6.2 The main area for improvement is the need to:

- address effectively the inconsistencies observed in the approaches to teaching and learning.

STATISTICAL INFORMATION

- 1.1 i. School: St Joseph's Boys' School v. Date of Inspection: W/C 17/11/11
 ii. School Reference Number: 223-0131 vi. Area of Study: Standard Inspection
 iii. Age Range: 11-18
 iv. Status: Catholic Maintained

1.2 Intake/Enrolment

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 8 Intake	146	149	152	146	152
Total enrolment	883	874	871	880	891

1.3 Attendance

Year 2010/11	8	9	10	11	12	13	14	Average 2010/11	NI Average 2009/10
% Attendance	91.4	90	89.9	86.6	90.5	93.5	91.7	91	91

- 1.4 i. Total Number of Teachers: 61 iii. Contact ratio (percentage of timetabled time in direct class contact): 0.71
- ii. PTR (Pupil/Teacher Ratio): 14.656

Year 2011/12	8	9	10	11	12	13	14	TOTAL
Enrolment: Boys	152	146	153	146	148	82	54	881
Enrolment: Girls	0	0	0	0	0	6	4	10
Enrolment: Total	152	146	153	146	148	88	58	891
PTR	14.935	14.641	15.034	14.086	14.108	16.828	13.23	

- 1.5 Staying On Rate (2009/10) (Current year 13/14 as proportion of year 12 from 1/2 years previously)

Year 13	59.3	NI Av Year 13	47.4
Year 14	36.0	NI Av Year 14	34.5

1.6 Leavers' Destinations

2009/10	Year 12	NI%	Year 13/14	NI%
Total Number of Leavers	77		67	
Another School	1%	14.8	3%	2.4
Employment	57%	5.2	13%	12.3
Full-time Further Education	18%	47.5	27%	28
Full-time Higher Education	N/A	N/A	43%	42.5
Full-time Training	8%	25.1	4%	5.1
Seeking Employment/Unemployed	8%	3.6	6%	5.8
Unknown/Long Term Sick/Pregnant	8%	3.8	3%	3.9

GCSE EXAMINATION RESULTS

HEADLINE STANDARDS

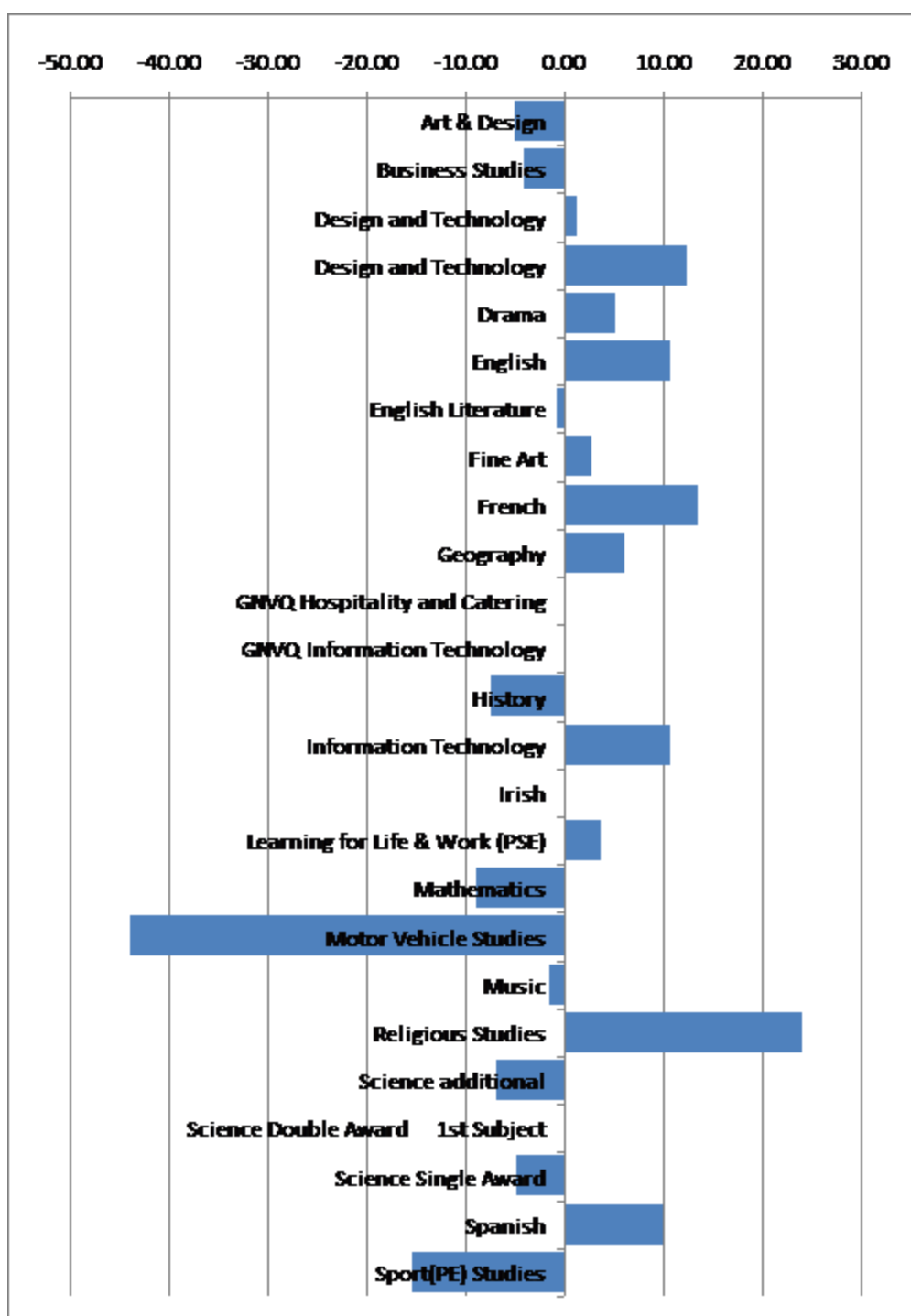
NB: The NI average for all non-selective schools of boys obtaining Grades C or above in at least 5 subjects including English and Mathematics in 2010 is 34.9%

Data on Year 12 (Key Stage 4) performance

Comparisons based on FSM Band 2	2009	2010	2011
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	47.92	57.53	60.1
Comparison with the NI average for similar schools	Above average	Above average	Above average
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	27.08	21.23	39.9
Comparison with the NI average for similar schools	Well above average	In line with average	Well above average
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	69.44	80.14	82.6

Source: Data as held by Department of Education (NI) and as agreed with the school.

Comparison of the School's GCSE Subject Results (A*-C) With Other Non-Selective Schools



GCE (A2) EXAMINATION RESULTS

HEADLINE STANDARDS

NB: The NI averages in 2010 for all schools of boys entered for A2 level or equivalent: who achieve:

3 or more grades A*-C = 42.7%

2 or more grades A*-E = 94.7%

	2009	2010	2011
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	30.4	33.3	30.8
<i>Comparison with the NI average for similar schools</i>	<i>Below average</i>	<i>Below average</i>	<i>Below average</i>
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	84	96	98
<i>Comparison with the NI average for similar schools</i>	<i>Below average</i>	<i>Above average</i>	<i>Above average</i>

Source: Data as held by the school, with DE benchmarks.

Other Results

Occupational Studies	2009		2010		2011	
	Number of Pupils	%Pass	Number of Pupils	%Pass	Number of Pupils	%Pass
Level 1	23	56.5	20	30	17	58.8
Level 2		8.6		55		29

Applied General Certificate of Education A Level

Subject	2009		2010		2011		Total entry over 3 years
	%A*-C	%A*-E	%A*-C	%A*-E	%A*-C	%A*-E	
Information Technology (single award)	51.5	96.9	65	96	44	92.5	83
Applied Science (Double Award)	37.5	87.5	100	100	81.8	100	44
Travel and Tourism (single award)	66.7	100	100	100	100	100	16

SUMMARY OF THE MAIN FINDINGS FROM THE AREAS UNDER FOCUS

The quality of the provision in English is very good.

The strengths of the work include:

- the very good examination outcomes achieved by the boys, particularly in GCSE English and 'A' level English Literature;
- the very good quality of the boys' learning experiences, supported by high quality media-rich resources;
- the good personal and social skills of the boys and the high quality working relationships established in all classes;
- the strong teaching profile, in which just under two-fifths of all lessons observed were very good and a further one-fifth outstanding;
- the very good leadership provided by the Head of English and the excellent team work that exists within the department; and
- the provision for reading, including the very good support provided by a high quality school library.

The quality of provision in mathematics is satisfactory

The strengths of the work include:

- the quality of the working relationships between the boys and the teachers;
- the high levels of individual support provided for the boys in the lessons observed;
- the hard work and effort of the teachers when preparing the boys for GCSE examinations;
- the good or better quality of teaching in a half of the lessons observed; and
- the range of activities being used to promote mathematics.

The areas for improvement include the need to:

- improve the attainment and standards achieved in mathematics;
- improve the overall quality of the teaching and learning, particularly the use of effective questioning strategies; and
- to evaluate the provision more rigorously to bring about sustained improvement in the quality of the teaching and learning and the standards achieved by the boys.

The quality of the provision for science is satisfactory.

The strengths of the work include:

- the good relationships between the boys and the teachers in almost all of the lessons observed;
- the quality of the teaching observed, which in a majority of the lessons was good or very good;
- the good standards attained by the boys in public examinations, particularly in post-16 applied science, and the high level of participation of the boys in extra-curricular science activities;
- the development of the planning for KS3 provision to raise the level of pupil engagement and to develop scientific skills; and
- the commitment of the head of department and the teachers to the improvement of the quality of the provision.

The areas for improvement are the need to develop further:

- the planning for learning and teaching, particularly at KS4, to ensure appropriate progression in the boys' learning and to ensure that the needs of all the boys are met; and
- the monitoring and evaluation of the quality of the provision to inform self-evaluation and the associated action to promote improvement.

SCOPE AND METHOD OF THE INSPECTION

The standard inspection of St Joseph's Secondary School for Boys focused on achievements and standards, learning and teaching, curriculum provision and on leadership and management across the school as a whole. The key questions and quality indicators which guide inspection and self-evaluation in these three aspects of post-primary schools, which were applied to this inspection, are available in the Inspectorate's 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 scrutinised documentation and the boys' written work and held formal and informal discussions with boys, teachers and staff with specific responsibilities. Specialist inspectors paid particular attention to English, mathematics and science providing detailed oral feedback to the teachers in these areas. Detailed findings are reported in Annex 3.

The inspection also focused on the provision for pastoral care and the arrangements for child protection; the provision for boys requiring additional support with their learning and their inclusion in all aspects of school life and on progress towards the Entitlement Framework.

The arrangements for the inspection included:

- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire to the inspection;
- meetings with representatives from the governors; and
- meetings with groups of boys from years 8, 10, 12, 13 and 14.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	117	62	52.9	25
Teachers	61	53	85	18
Support Staff	30	22	74	*

Source: Returns from questionnaires to Inspection Services Branch at DE

* = fewer than 5

The returns from questionnaires sent to the teachers and the parents were positive in almost all respects; teachers and parents spoke highly about the work of the principal and staff. The ETI reported to the Principal and representatives of the governors the few areas of concern emerging from the questionnaires and, where appropriate, these have been commented on within the report.

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