

CLOUNAGH JUNIOR HIGH SCHOOL
“Empowering Pupils for a World of Change”

**ANNUAL REPORT
2014/2015**

The Board of Governors (2014-2018)

Membership of the school’s Board of Governors was as follows:-

Board Representatives

Mr. A. Hatch (Chair)	Mr. P. Stevens	Mr. D. Causby	Mr. G. Speers
-------------------------	----------------	---------------	---------------

Transferors’ Representatives

Mr. D. Blevins (Vice-Chair)	Mrs. P. Hutchinson Mrs. A. Magwood	Mr. D. Gilpin Vacancy	Mrs. C. Jones
--------------------------------	---------------------------------------	--------------------------	---------------

Parents’ Representatives

Mrs. H. Burke	Mrs. V. McCann	Mrs. L. Lappin	Mr. J. Todd
---------------	----------------	----------------	-------------

Teachers’ Representatives

Mrs. J. Black	Mr. B. Graham
---------------	---------------

Secretary

Mr. J.T. Canning

Minute Recorder

Mrs. A. Elliott

During the year under review, the full Board of Governors and its various committees met on 23 occasions.

Staffing

Staffing for 2014/2015 was as follows:-

Principals	1	Clerical Staff	2
Vice-Principals	2	Caretakers	2
Teachers	39	Technicians	4
		Classroom Assistants	11

Vision

“Empowering pupils for a world of change.”

Our Mission

We will provide our pupils with:-

- A balanced curriculum which is always appropriate, relevant and responsive to every pupil's needs.
- An inclusive culture which promotes the personal, social and moral development of all pupils.
- A safe, secure and stimulating environment which is conducive to learning.
- An ethos of support, challenge and encouragement providing opportunities for all pupils to succeed.
- An active and supportive partnership with the local community.
- Effective and stimulating teaching supported by a wide range of learning resources.
- Opportunities for participation in activities for enrichment of the whole person.

Our Aims

We aim for pupils to:-

- Enjoy learning and want to continue learning through life.
- Achieve academically to their highest standard.
- Have high self esteem and high expectations of themselves.
- Have a sense of excitement, vision and purpose in their lives.
- Develop their personal qualities and interests.
- Have a clear understanding of their own beliefs and respect those of others.
- Be flexible and responsive to a changing world.
- Want to contribute to society to make the world a better place.
- Be capable of making informed decisions.

Ethos

Clounagh Junior High School is a school with a Christian ethos. At the heart of this school lies effective pastoral provision actively promoting a safe, secure and welcoming atmosphere for all by developing mutual care and respect within the school family regardless of background, religion, culture or gender.

The school strives to be a vibrant and challenging community which through innovative teaching and learning seeks to meet the physical, intellectual, social, emotional and spiritual needs of every pupil.

Pupils are encouraged to manage their own learning and to make informed responses and decisions using the transferable skills they have acquired.

Self discipline and self reflection are actively promoted and increased responsibility, as appropriate, is devolved to pupils together with the opportunity for them to participate in school decision making.

The school seeks to develop an effective home school partnership with parents. This is nurtured through an open door policy. The Induction Day, Parents' Afternoons, Information Evenings, Concert, Play, Prize Evening and Carol Service all combine to strengthen this important link.

There is effective cross phase liaison which is continually developed and strong links through the multi-link training courses with the Southern Regional College. The school has active community links with Government Agencies, the local churches and clergy, community groups eg. Y.M.C.A., business and charitable organisations.

Board of Governors

The Board of Governors (BOG) discussed and approved a new School Development Plan (SDP) 2014-17 which sought to meet the following identified needs.

- for the SDP to include more detail on how improvements are to be brought about and on the systematic monitoring and evaluation of the progress made against realistic, measurable targets;
- for the BOG to be more regularly involved in the monitoring and evaluation of the progress made in realising the objectives set in the SDP;
- for the SDP to be compliant with the requirements of the Department of Education's school development planning regulations (NI) 2010;
- for the pastoral team to review and evaluate rigorously the whole-school pastoral programme;
- to ensure that the intended learning is consistently challenging in all subjects in order to raise further the standards of work and outcomes;
- to disseminate existing good practice in learning, teaching and assessment;
- to monitor and evaluate to ensure that work undertaken is having a positive impact on learning and teaching;
- to enhance the provision with discrete careers classes to inform students' personal career plans in year 10 and their transition to senior school in year 11.
- to develop cross curricular literacy and numeracy strategies underpinned by robust action plans and to develop the good practice in the effective application of ICT.

In order to effectively discharge its function governors received SELB/Education Authority training specific to their roles and established a School Development Monitoring Sub-Committee. They also received training delivered by an external consultant regarding effective monitoring and evaluation in respect of the School Development Plan and exercising their challenge function. The Board of Governors approved a Post-Inspection Action Plan dated October 2014 and two further updates dated January 2015 and June 2015 which are available upon request.

Curriculum

During 2014/15 the compulsory subjects in the Northern Ireland Curriculum were taught to all our pupils. The Key Stage 3 Learning Areas are English (including Media Education), Mathematics (including Financial Capability), Science (Chemistry, Physics, Biology) Technology, Environment & Society (Geography & History), Modern Languages (French/German/Spanish), Arts (Art & Design, Music & Drama), Religious Education, Physical Education, Home Economics, Learning for Life & Work (Personal Development, Local & Global Citizenship and Education for Employability). The services of a French Assistant were used. Additional curriculum initiatives also facilitated the provisions for Special Educational Needs, Under Achievement and Supporting Newcomer Needs.

Extra Curricular Activities included Rugby, Soccer, Hockey, Netball, Table Tennis, Badminton, Athletics, Swimming, Outdoor Pursuits. Cross-Country Running, Computer Club, Art Club, Film Club, Eco Club, Drama Club, Scripture Union, School Choir, Orchestra together with a varied programme of Music Tuition.

Learning, Teaching & Assessment

The school provides a well resourced stimulating learning environment where pupils are challenged and encouraged to achieve to their full potential. Whole school and departmental planning enhance the quality of teaching and learning. The promotion of good practices in the classroom include individual and group active learning, differentiation to include challenging the more able, I.C.T., integration of Thinking Skills & Personal Capabilities and Assessment for Learning.

Baseline testing and the Integrated Learning System, Successmaker support staff in identifying individual needs and facilitate the development of support programmes and education plans.

The N.I. Curriculum is well embedded throughout the school.

Key Stage 3 Statutory Assessment

In 2012/13 statutory assessment of Key Stage 3 communication and Using Mathematics using Levels of Progression was introduced for the first time. The school entered this assessment procedure, one year in advance of the statutory requirement, by volunteering to participate in the CCEA shadow Year Project (KS3, Communication and Using Mathematics) in 2011/12. In total eleven Post Primary Schools were invited to join this Shadow Year Project.

During the last three years a significant number of Post Primary Schools did not report on Levels of Progression due to ongoing industrial action. Key Stage 3 assessment is due to undergo major modification.

Key Stage 3 Levels of Progression

CCEA Key Stage 3 Levels of Progression	Communication	Using Mathematics
	2012-13	2012-13
Expected Level	5	5
Percentage of pupils, who have completed the assessment, attaining expected level or above:	65.3	73.5
Percentage of pupils, who have completed the assessment, working towards expected level and have not yet attained it:	34.7	26.5
Percentage of Year 10 pupils exempted from assessment:	0.5	0.5

2013-15 – Due to industrial action Levels of Progression were not completed.

The Teaching Provided By The School

All teachers work to provide quality learning and teaching in a well resourced environment. They have been trained to use a variety of teaching methods to motivate pupils. Celebration of success is encouraged. Active Learning strategies employed allow the development of Thinking Skills, Personal Capabilities. This approach to more active learning includes paired work, group work, problem solving, decision making, thinking skills, creativity, ICT and interactive white boards. Recent Inset training including School Development Planning, Talking and Listening, Groupwork, Tracking and Pupil Voice has enhanced the teaching provision within the school. The strands of Assessment for Learning are appropriately embedded as part of the Learning and Teaching strategies employed in the classroom.

PROVISION MADE FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

In the mainstream at Clounagh, pupils who have learning difficulties are placed in a class which has a small number of pupils. The pupils may remain in this class throughout their 3 years (the curriculum is suitably differentiated to meet individual needs) or they may move into another band depending upon their progress.

Baseline Assessment tests in Literacy, Numeracy eg. Reading, Spelling and Mental Arithmetic given to all Year 8 pupils during their first month, advise staff of those pupils who have difficulties in particular areas and facilitate planning for differentiated teaching and remediation. The school uses a range of standardised tests the most recent being GL Cat 4 diagnostic test with results analysed for the benefit of the pupil, parent and teacher. Remediation programmes include Reading Partnership and withdrawal groups for literacy and numeracy.

A further series of Standardised Tests are given to pupils during Year 9. These tests advise staff of pupil progression and of the possible need of additional help for pupils with continuing difficulties.

Close liaison with parents ensures that pupils are given the most suitable provision for their individual needs. A pilot Year 8 programme encouraged parental involvement in the preparation of Individual Education Plans. In line with the Code of Practice the school operates a 5 Stage Plan with regard to its children who are experiencing learning and/or behavioural difficulties. Pupils with physical disabilities have access to all curriculum areas. Entrances and exits are ramped and there is an 8 person key operated lift. The school also has a fully equipped accessible toilet. P.E. facilities also include accessible toileting and changing facilities. The main school has full-time Special Educational Needs General Assistants.

The Learning Support Centre meets the needs of statemented pupils with moderate learning difficulties. The curriculum is taught at a level and pace suited to each individual pupil's needs and abilities and in a relevant and motivating manner, with the support of full-time Special Educational Needs General Assistants.

THE PROVISION MADE FOR THE PASTORAL CARE OF PUPILS

All staff had responsibility for promoting and implementing the pastoral care programme. Through this we cared for the welfare of our pupils and created a sense of belonging, developing an atmosphere of mutual respect. Form Teachers delivered a revised personal development programme which allowed a fair and equitable exchange of views, ideas and attitudes in an atmosphere of trust. Our Behaviour Management policy created a sense of justice and fair play. The Year Heads along with the Vice-Principals took responsibility for the home school liaison, monitoring of pupil progress and addressing pupil pastoral needs. A number of external agencies supported the school. These included the Educational Welfare Officer, Social Services, The P.S.N.I., Behaviour Support Team, Educational Psychologists, The School Health Team, Family Works Counselling Service, Local Clergy and the agencies which delivered aspects of the Personal Development Curriculum. Pastoral developments this year have included whole staff child protection training and the further development of Pupil Voice. The continued development of the parent strand of Induction Day and the further development of social media training remain a priority.

THE STRATEGIES FOR PROMOTING PUPILS ATTENDANCE, GOOD BEHAVIOUR AND DISCIPLINE

The school adhered closely to the roles and responsibilities as laid down in the attendance and positive discipline documentation. Form Teachers took responsibility for monitoring pupil attendance and reported regularly to Year Heads and the Attendance Co-ordinator. The Attendance Co-ordinator and a Vice-Principal liaised with parents and the Educational Welfare Officer as required. The Educational Welfare Officer worked closely with staff and

pupils to assist the promotion of good attendance. Attendance for the 2014/15 year was 92.1%.

All staff followed the positive behaviour management programme and completed the associated proformas and reported through the pastoral hierarchy on matters of concern. The Pastoral Team oversaw the programme. Rewards for positive behaviour included trips, discos, social events and a leavers' celebration day.

THE SCHOOL'S LINKS WITH THE PARENTS OF PUPILS AT THE SCHOOL AND THE WIDER COMMUNITY INCLUDING THE BUSINESS COMMUNITY AND OTHER SCHOOLS

The school operates an 'Open Door' policy. Parents are welcome to school at any time. In addition the school communicates with parents through letters, leaflets, pupil diary, phone calls, counselling and information meetings and Year Eight Induction Day. Year 10 pupils engage in a successful ICT project offering practical support to residents of local sheltered accommodation. As part of the Learning for Life and Work Programme representatives from the business community organise training days for pupils. The school works closely with Young Enterprise Northern Ireland including The Big School Programme, Learn to Earn and Project Business. The STEM mobile laboratory visited the school and provided an active learning experience for pupils. Special needs pupils benefited from an ALC project which provided the opportunity for pupils in the LSC to engage in learning through Physical Education with MLD and SLD pupils.

The school has been an active participant in the Area Learning Community availing of collaborative courses at the Southern Regional College and the intra phase Industry Day for Year 9 pupils. The school has very close links with all schools in the area and actively promotes cross phase liaison meetings. The school benefits from the Principal's membership of the Post Primary Principals' Association and the Vice-Principals Forum.

Local employers facilitate work experience for pupils from the Learning Support Centre at Key Stage 4 and through active collaboration with the Southern Regional College, the Learning Support Centre pupils are involved in a range of applied courses which are externally assessed.

The school also engages with bodies such as YMCA, MENCAP, Love for Life and local Clergy. The school actively supports a wide range of Charities which this year have included Jeans for Genes, The Royal British Legion, N.I. Chest, Heart & Stroke. Cancer Research UK, RMC Uganda, Downs & Proud, Nepal & Fields of Life, Disasters Emergency Committee, Make a Wish Foundation, Jacks' Voice and Epilepsy Action.

RESULTS FROM PAST PUPILS

Of the pupils who transferred from Clounagh in September 2013, and sat their G.C.S.E.'s at Portadown College in June, 2015:-

99% were successful in gaining at least 5 subjects with A, B or C grades.

99% were successful in gaining at least 6 subjects with A, B or C grades.

96% were successful in gaining at least 7 subjects with A, B or C grades.

The Summer 2015 G.C.S.E. results at Craigavon Senior High School were very pleasing for former C.J.H.S. pupils with many pupils being successful in gaining at least 5 subjects with grades A, B or C.

TRANSFER AT 14+ (JUNE, 2015)

In June arrangements for the transfer of Year 10 Pupils were finalised as follows:-

At total of	85	pupils transferred to Portadown College
	101	pupils transferred to Craigavon Senior High School
	2	pupils transferred to other schools.

SCHOOL DEVELOPMENT DAYS (SDD)

School Development Days provided the opportunity for Continuous Professional Development of staff. An Educational Consultant led training in Leading Monitoring & Evaluation and effective classroom practice. The CASS Team provided training in Talking & Listening and Groupwork. In-house training focused on developing Literacy, Numeracy and I.C.T. skills. Staff were up-skilled through the sharing of good practice.

SECURITY

At all times the security of pupils and staff is paramount. A number of measures are taken to ensure this. These include a modern fire alarm system, close circuit television, supervision of pupils and a visitor's protocol. Procedures are in place for the emergency evacuation of the building.

The caretaker secures the building each evening and activates the monitored intruder alarm system. Liaison with the P.S.N.I. through the Craigavon Schools' Forum enables support to be received on relevant security matters.

Thanks

The Board of Governors in commending this report would like to thank the parents, for their support during the year and to recognise once again, the dedication of the Principal, teachers and support staff to the welfare of the pupils in their care.

THE CURRENT FINANCIAL

POSITION AND PROJECTED

RESOURCES

OUT-TURN STATEMENT

INCOME		EXPENDITURE	
	£		£
Final Revised Planned Budget Share	2,322,397	Teacher Costs	1,850,090
Balance from Previous Year (2013/2014)	184,871	Non-Teacher Staff Costs	256,721
		Non-Staff Costs	303,318
		Balance Carried Forward to April, 2015	97,139
		DELEGATED	
		NON-DELEGATED	
TOTAL	2,507,268	TOTAL	2,507,268

**BUDGET and EXPENDITURE REPORT
(Financial Year April, 2014 - March 2015)**

	£		£
Budget Allocation	2,298,665	Salaries	
		Teachers	1,850,090
		Non-Teaching	256,721
Carry Over (2013/2014)	184,871	Oil, Fuel & Water	60,751
		Grounds/Building Maintenance	28,173
		Books, Tools & Materials	26,458
		Teaching Req. & Small Equipment	31,118
		Printing, Stat. & Advertising	22,776
		Postage & Telephone	3,835
Other Funding:- Miscellaneous	23,732	Cleaning & Laundry Req.	69,348
		Hire of Equipment	1,418
		Transport other than Home to School	12,368
		Travel/Subsistence	864
		Link Courses/Prof. Fees	29,973
		Miscellaneous	16,236
		By Balance	97,139
TOTAL	2,507,268	TOTAL	2,507,268