

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

**ANNUAL REPORT & ACCOUNTS
2018/2019**

The Board of Governors (2018-2022)

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

Board Representatives

| | | | |
|---------------------------|--------------|---------------|-------------|
| Mr. D. Blevins (Chair) | Mr. A. Hatch | Mr. G. Speers | Mr. J. Todd |
|---------------------------|--------------|---------------|-------------|

Transferors’ Representatives

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|--------------------|--------------------|--------------|-----------------|
| Mrs. P. Hutchinson | Mrs. H. Malcolmson | Mr. M. Allen | Mrs. J. Whittle |
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Parents’ Representatives

| | | | |
|---------------|----------------|----------------|------------------|
| Mrs. H. Burke | Mrs. M. Giffin | Mr. M. Clayton | Mrs. L. Cosgrove |
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Teachers’ Representatives

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| Mrs. J. Bled | Mr. K. Beggs |
|--------------|--------------|

Secretary

Mr. W. R. Hill

Minute Recorder

Mrs. A. Elliott

During the year under review, the full Board of Governors and its various committees met on 24 occasions.

Staffing

Staffing for 2018/2019 was as follows:-

| | | | |
|-----------------|------|-----------------------|----|
| Principal | 1 | Clerical Staff | 2 |
| Vice-Principals | 2 | Building Supervisors | 2 |
| Teachers | 38.5 | Technicians | 4 |
| | | Classroom Assistants | 11 |
| | | Supervisory Assistant | 2 |

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 was reconstituted during February 2019 for the term 2018-2022. Board of Governors meetings are generally the third Tuesday of each month from September to June. All governors have been given E.A. Governor Training Schedule for 2019/2020 with the opportunity to apply/enroll for training events.

Curriculum

During 2018/19 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/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, Journalism Club, Homework Club, Technology Club, Cookery Club, Chess Club and School Choir, Orchestra together with a varied programme of Music Tuition.

Key Stage 3 Levels of Progression

2013-19 – Due to industrial action Levels of Progression were not completed.

School Development Planning

Feedback during the first year of Clounagh J.H.S.'s three year strategic plan from Mr. C. McCrumlish (E.A. School Development & Service) recorded that "The Clounagh J.H.S. School Development Plan is comprehensive and appears to be compliant with 2010 School Development Planning regulations. Whole school action plans, following M.E.R. of Year 2 whole school action plans, were submitted along with S.D.D.'s Agendas for 2019/2020 academic year to E.A. via C2k - October, 2019. The school's budget was submitted to E.A. June 2019 for the academic year 2019/2020 and was passed as a result of the annual budget expenditure being within the budget allocated by E.A. There is a planned systematic and robust approach to the monitoring, evaluation and review of the School Development Plan which includes members of the Senior Leadership Team presenting progress reports to the Board of Governors.

The Teaching Provided by the School.

The school provides a well-resourced stimulating learning environment, where pupils are challenged and encouraged to achieve their full potential.

Departments deliver the K.S.3 N.I. Curriculum to all pupils with K.S.4 pupils in the Learning Support Centre completing qualifications in the following:

O.C.N. Managing Personal Finances
O.C.N. Entry Level 1 Business Administration
O.C.N. Entry Level I.C.T. Skills
O.C.N. Level 1 Essential Skills Application of Number
O.C.N. Entry Level Essential Skills Adult Numeracy
O.C.N. Entry Level Essential Skills Adult Literacy
C.C.E.A. Occupational Studies Patisserie & Baking
C.C.E.A. Employability Level 1

Key findings of the E.T.I. Sustaining Improvement Inspection May 2019;

“there has been a strategic focus on the collation and analysis of a wide range of academic and pastoral data to further develop and inform self evaluation and action planning at whole school and departmental level. With tailored staff development sessions, staff have focused on using data for example to: baseline and track pupil progress; quality assure internal assessments; and inform curriculum planning. As a consequence, the use of the data to identify pupils presenting with barriers to their learning had led to targeted pastoral and academic interventions, including for literacy and numeracy.”

Aligned to this is the recognition that staff School Development Days focus on the planning, monitoring, evaluation and review of whole school and departmental action plans. The P.R.S.D. focus for 2018/19 was on Afl, and in particular marking for improvement, with staff ensuring pupils were given time to carry out steps for improvement identified by the teacher.

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 and Year 10. 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, with parents encouraged to contribute to I.E.P. targets. 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 care for the welfare of our pupils and created a sense of belonging, developing an atmosphere of mutual respect. Teachers deliver a revised personal development programme which allows 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, Reach Mentoring, Local Clergy and the agencies which delivered aspects of the Personal Development Curriculum. Pastoral developments this year have included a review of the Behaviour Management Policy, I.C.T. Policy, E-Safety Policy 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 2018/19 year was 92.5%.

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, texting service, counselling and information meetings and Year Eight Induction Day. 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, Learn to Earn, Project Business and the Reach Mentoring Team. 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 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.

The school engages with community agencies and bodies such as Y.M.C.A., MENCAP, Love for Life, Local Clergy, P.S.N.I., N.I.F.R.S., REACH, Young Enterprise, Freedom Acts, Beam Creative Workshops, Nutrition Services, N.I. Mood Matters, Sentinus, Start 360, Royal British Legion and Teenage Cancer Trust. Community involvement saw links with St. John the Baptist's School Portadown develop via T.B.U.C. (Together Building United Communities) and P.E.T. (Portadown Educates Together) and a day long programme delivered by Portadown Elim Church.

Transfer at 14+ (June 2019)

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

| | | |
|-------------|----|--|
| At total of | 83 | pupils transferred to Portadown College |
| | 96 | pupils transferred to Craigavon Senior High School |
| | 8 | pupils transferred to other schools. |

School Development Days (SDD)

School Development Days provided the opportunity for ongoing staff professional development through training in the Effective Use of Data, Literacy and Numeracy Strategies, Google G Suite, Behaviour Management, Overview for A.S.D. Strategies and Interview, Cross Phase Liaison Meetings and a Staff Health & Well-Being Day.

Security

At all times the security of pupils and staff is paramount. A number of measures are taken to ensure this. These include: Installation of a secure Automated Front Door Security System by Access Systems Ireland, 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