

Clounagh Junior High School



Annual Report of the Board of Governors

**School Year
2025-26**

1. Board of Governors

Name	Representing	Term of Office
Mrs H Burke (Chair)	Education Authority	2024 - 2028
Mrs L Cosgrove (Vice-Chair)	Education Authority	2024 - 2028
Dr D Blevins	Education Authority	2024 - 2028
VACANT	Education Authority	2024 - 2028
Mr M Allen	Transferors	2024 - 2028
Mrs C Balkwill	Transferors	2024 - 2028
Mrs M Giffin	Transferors	2024 - 2028
Mrs E Gillanders	Transferors	2024 - 2028
Mr G Speers	Transferors	2024 - 2028
Mr M Stewart	Transferors	2024 - 2028
Mrs S Evans	Parents	2024 - 2028
Dr A Fogarty	Parents	2024 - 2028
Mr D Forbes	Parents	2024 - 2028
Mrs D McLoughlin	Parents	2024 - 2028
Mrs J Black	Teachers	2024 – 2028
Mr R Carville	Teachers	2024 - 2028
Mr P Elliott	Principal / Secretary	1 September 2023 onwards

2. Financial Statement

Budget		Expenditure	
Allocation 1 April 2025	£4,101,819	Salaries – Teaching	£3,343,198
Carry Over from 2025-26	£507,706	Salaries – Non-Teaching	£633,204
Other Funding	£401,542	Staff – Other Costs	£5,788
		Premises, Fixed Plant and Grounds	£110,499
		Operating Costs	£193,339
		Capital Purchases (Equipment)	£3,947
		Non-Capital Purchases	£69,002
		Cleaning & Grounds Maintenance	£152,719
		Income	-£8,335
		Grants	£0
		Surplus/Deficit Carried Forward	£507,706
Total	£5,011,067	Total	£5,011,067

3. Links with the Community

The school operates an ‘Open Door’ policy, and parents are welcome to school at any time. In addition, the school communicates with parents through Parentmail, letters, leaflets, pupil diary, phone calls, information evenings, online parent-teacher consultations, and the Year 8 Induction Evening. 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 school has very close links with all schools in the area and actively promotes cross-phase liaison meetings. The school benefits from membership of the Craigavon Area Learning Community, the Dickson Plan Group, and the Junior High School Principals' Group. Local employers facilitate work experience for pupils from the Learning Support Centre at Key Stage 4. The school's Carol Service took place in St Mark's Church, Portadown, in December 2025.

The school engages with community agencies and bodies such as YMCA, MENCAP, Love for Life, Local Clergy, PSNI, NIFRS, Aspire, Freedom Acts, Beam Creative Workshops, Nutrition Services, NI Mood Matters, Sentinus, Start 360, Royal British Legion, and the Teenage Cancer Trust.

4. Security of the Pupils, Staff and Premises.

At all times the security of pupils and staff is paramount, and a number of measures are taken to ensure this. These include the installation of a secure Automated Front Door Security System by Access Systems Ireland, a modern fire alarm system, closed-circuit television (which was enhanced and upgraded during August 2025), supervision of pupils and a visitor's sign-in protocol. All staff and visitors wear lanyards displaying identification cards. 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 PSNI through the Craigavon Area Learning Community enables support to be received on relevant security matters.

A Safeguarding Team is in place at Clounagh Junior High School. During the school year 2025-26 the Designated Governor with responsibility for Safeguarding was Mrs Elsie Gillanders. The Designated Teacher for Safeguarding was Mrs Heather McDowell (Vice-Principal, Pastoral) and the Deputy Designated Teachers for Safeguarding were Mrs Kathryn Patterson (Vice-Principal, Curriculum), Mrs Jennifer Bled (Head of Learning Support Centre), Mrs Jacqueline Sutton (Senior Teacher – Pupil Support) and Mr Chris Ryan (Pastoral Support Worker). Mrs McDowell led Safeguarding training for all members of staff (teaching and non-teaching) in August 2025 and on arrival in school throughout the year for new members of staff. All parents received a Safeguarding Information Leaflet which included procedures for reporting. Assemblies were held to inform pupils about Safeguarding and the procedures for reporting and support, both inside and outside School. Safeguarding messages were also promoted actively through a Learning for Life and Work curricular programme and external agencies. Staff Photographs are on display throughout the school to enable pupils to access staff support, and Form Room Noticeboards inform pupils of support organisations outside school.

5. Arrangements for Special Educational Needs (SEN) and Disabled Pupils.

Mainstream

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 the GL CAT-4 diagnostic test with results analysed for the benefit of the pupil, parent and teacher. Support programmes include the Lexonik Reading Programme and support groups for spelling

(CUED Spelling Programme and Spelling for Life) 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. The introduction of our Lego club for students with ASD and in addition both the Music and Art Therapy have helped support students primarily with Communication and Interaction needs.

Close liaison with parents ensures that pupils are given the most suitable provision for their individual needs. Parents' and pupils' views are sought as part of the IEP target-setting process. In line with the Code of Practice, the school operates a 3-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. PE facilities also include accessible toileting and changing facilities. The main school has full-time Special Educational Needs General Assistants.

During the 2025-26 academic year, the school strengthened its provision for pupils who have English as an Additional Language (EAL) through the appointment of a full-time Language Support Worker. Working closely with pupils, families, teaching staff and external agencies, the Language Support Worker provided targeted language support, assisted with induction and transition arrangements for newcomer pupils, helped pupils to access the curriculum more effectively, and promoted inclusion and engagement across all aspects of school life. The post has made a significant contribution to pupil well-being, communication with families, and the successful integration of pupils from diverse linguistic and cultural backgrounds.

Learning Support Centre (LSC)

In our Learning Support Centre, we provide a special learning environment for pupils aged 11-16 years who hold a Statement of Special Educational Needs. Our goal is to help our pupils overcome emotional, social, and educational difficulties so they can reach their full potential. The LSC consists of three purpose-built classrooms that are designed to be pleasant, well-resourced, and stimulating. We understand that many of our pupils have complex needs, so we provide a nurturing atmosphere where they can thrive. Our dedicated staff and classroom assistants ensure that each pupil receives the individual help and support they need to succeed.

In the LSC, we believe in the power of personalised learning. With a favourable staff to pupil ratio, we can provide more one-on-one and small group teaching. This allows us to tailor our teaching to each pupil's specific needs, ensuring they learn at a pace that is right for them. We use a variety of teaching styles, resources, and activities to engage our pupils and help them realise their true potential.

In our school we have a large, well-equipped sensory room which is made available to all pupils in our school to use. In addition to the sensory room, we also have three dedicated chill-out rooms exclusively for the pupils in our LSC. These rooms are designed to help our pupils feel calm and relaxed and are incredibly important as they provide a safe and peaceful space where our pupils can regulate their emotions, recharge, regain focus and reduce stress and anxiety. We are proud to offer these special rooms within our Learning Support Centre, as they play a vital role in supporting our pupils' emotional well-being and academic success.

While the LSC is a separate learning environment, we are an integral part of the main school. Our pupils are taught by specialist teachers from the mainstream classes for subjects like Music, PE, Technology and Design, Home Economics, Science, Modern Languages, and Art. Our pupils are also encouraged to participate in a wide range of afterschool activities and clubs, just like their peers in mainstream classes.

In the LSC, we are committed to equipping our pupils with the skills they need to thrive in the community and society. We offer a broad and balanced curriculum that allows pupils to develop their skills and interests in a stimulating and caring environment. We believe in equal opportunities for all and strive to create an inclusive learning environment where every pupil can succeed.

6. Curriculum

During 2025-26 the compulsory subjects in the Northern Ireland Curriculum were taught to all our pupils. The Key Stage 3 Learning Areas are:

- The Arts (Art & Design, Music, Drama)
- English (including Media Education)
- Environment & Society (Geography, History)
- Learning for Life & Work (Personal Development, Local & Global Citizenship, Education for Employability, Home Economics)
- Mathematics (including Financial Capability)
- Modern Languages (French, Spanish)
- Physical Education
- Religious Education
- Science and Technology (Chemistry, Physics, Biology, Technology & Design)

Additional curriculum initiatives also facilitated the provisions for Special Educational Needs, Under-Achievement and Supporting Newcomer Needs.

Key Stage 4 pupils in the Learning Support Centre completed the following qualifications:

- OCN Entry Level Certificate in Essential Skills – Adult Numeracy
- OCN Certificate in Essential Skills – Application of Number
- OCN Certificate in Essential Skills – Communication
- OCN Entry Level Certificate in Essential Skills – Adult Literacy
- OCN Entry Level Certificate in Essential Skills – Adult Literacy
- King's Trust Extended Certificate in Personal Development & Employability Skills
- King's Trust Diploma Personal Development & Employability Skills
- CCEA Occupational Studies Business & Services
- CCEA Occupational Studies Business & Services
- CCEA Occupational Studies Technology & Innovation
- CCEA Occupational Studies Technology & Innovation

Extra-Curricular Activities included Rugby, Football, Hockey, Netball, Table Tennis, Badminton, Athletics, Swimming, Basketball, Darts, Outdoor Pursuits, Cross-Country Running, Minecraft Club, Art Club, Film Club, Eco Club, STEM Club, Drama Club, Scripture Union, Creative Writing Club, Homework Club, Technology Club, Cookery Club, Chess Club, School Choir, Band, Guitar Ensemble and Flute Ensemble, together with a varied programme of Music Tuition.

7. Pastoral Care

All staff have responsibility for promoting and implementing the pastoral care programme and over the past few years there has been a focus on how staff create a safe and secure environment. Staff training has been completed to introduce the concept of trauma informed practice and the impact that adverse childhood experiences can have on a child's development and ability to learn.

The Personal Development programme reflects the statutory RSE Progression Framework in alignment with Clounagh Junior High School's Christian ethos. The 2025-26 academic year saw further expansion of the school's pastoral provision, extending the pastoral team to provide comprehensive, wrap-around care for our young people. The team now includes a REACH mentor, a Pastoral Support Worker, and an Attendance Support Worker. This enhanced support network worked in conjunction with the newly reviewed and renamed "Behaviour for Learning Policy," which replaced the previous Behaviour Management Policy. Rooted in the principles of rewards, sanctions, and promoting respect and care for others, this policy will be further embedded over the next two years in consultation with staff, parents, and pupils.

The school also benefitted from a wealth of external agency support, with a new and notable connection being made with *Alternatives* who specialize in restorative justice. They coordinated the *12th Man* project, a successful initiative that engaged some of our Year 9 pupils who have historically struggled to engage with the school community. We continued our active involvement with established partners such as Reach Mentoring, Aspire NI, and Portadown Cares, as well as many other charitable and statutory bodies, including the Educational Welfare Officer, Social Services, PSNI, Behaviour Support Team, Educational Psychologists, School Health Team, Links Counselling Service, Reach Mentoring, and the YMCA.

A key focus for the year was to promote good attendance, with the mantra "Here, Everyday, Ready and On Time." Form teachers were responsible for monitoring attendance and reporting 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, and the appointment of a Pupil Attendance and Welfare Support worker was instrumental in this effort. The attendance for the 2025-26 year was 90.3%, showing improvement in this crucial area.

8. Careers Education, Advice, Information and Guidance

As part of the broader Learning for Life and Work curriculum, Employability at Key Stage 3 aims to equip students with the knowledge, skills, and attitudes necessary for the world of work. In Clounagh Junior High School, Education for Employability follows the NI Revised Curriculum and focuses on the main concepts of:

- Local and Global Economy;
- Career Management and Planning;
- Enterprise and Entrepreneurship;
- Skills and Qualities for Work;
- Financial Capabilities.

Employability education is delivered through a user-friendly interactive course which encourages young people to self-market themselves and think about their career pathway. We promote links

with local employers and work with outside agencies such as Young Enterprise, Learn Spark and Sentinus to give students the opportunity to broaden their understanding and skill set. Pupils in the Learning Support Centre also complete Employability as part of the course at Key Stage 3 and 4, and this collaborates with various vocational subjects that are offered to the Senior Class, including Patisserie, Carpentry and Joinery, Bench Joinery and Communication in an Office or Business Environment. Senior pupils in the Learning Support Centre who attend Occupational Studies classes also benefit from a close working relationship with the Careers Adviser, as do Year 10 students who can contact our Careers Advisor, Mrs Tanya Kelso, at any time to discuss subject options and qualifications for jobs.

9. Educational Achievements

Key Stage 4 pupils in the Learning Support Centre attained the following qualifications:

Qualification	Level	Number of pupils
OCN Entry Level Certificate in Essential Skills – Adult Numeracy	Entry Level 3	6
OCN Certificate in Essential Skills – Application of Number	Level 1	1
OCN Certificate in Essential Skills – Communication	Level 1	4
OCN Entry Level Certificate in Essential Skills – Adult Literacy	Entry Level 2	1
OCN Entry Level Certificate in Essential Skills – Adult Literacy	Entry Level 3	2
King’s Trust Extended Certificate in Personal Development & Employability Skills	Level 1 Award	3
King’s Trust Diploma Personal Development & Employability Skills	Level 2 Certificate	4
CCEA Occupational Studies Business & Services	Level 1	1
CCEA Occupational Studies Business & Services	Level 2	6
CCEA Occupational Studies Technology & Innovation	Level 1	3
CCEA Occupational Studies Technology & Innovation	Level 2	4

10. Destination of Leavers

In June 2026, arrangements for the transfer of Year 10 pupils were finalised as follows:

84	Portadown College
146	Craigavon Senior High School
3	Other schools
233	Total

11. Percentage Attendance Rate for 2025-26

90.3%
