

**eti**

*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**

## **Education and Training Inspectorate**

### **Report of a Follow-up Inspection**

**Larne High School and Learning Support Centre  
Co Antrim**

**December 2013**

## **FOLLOW-UP TO THE STANDARD INSPECTION OF LARNE HIGH SCHOOL AND LEARNING SUPPORT CENTRE, CO ANTRIM, BT40 1NT (321-0038)**

The Education and Training Inspectorate (ETI) carried out a standard inspection<sup>1</sup> of Larne High School and Learning Support Centre in October 2011 when the overall quality of provision was evaluated as satisfactory.

The inspection identified areas for improvement which included the need for:

- continued improvement in the standards attained in public examinations;
- sharing the existing good planning, teaching and assessment practice to ensure greater consistency in the quality of provision across all areas of study and to engage the pupils more effectively in their learning; and
- systematic and rigorous arrangements for monitoring and evaluation leading to a more strategic approach to whole school improvement through greater levels of accountability at all levels of management.

ETI carried out two interim follow up visits which confirmed that the action plan produced by the school in response to the inspection findings was of a good quality and informed the new school development plan, which meets the Education (School Development Plans) Regulations (Northern Ireland) 2010.

In the interval since the inspection the school has received support from a range of services from the North Eastern Education and Library Board. The principal and the chair of the board of governors reported that they were satisfied with the level of support provided.

The following are the most important changes that have taken place since the standard inspection:

- there have been significant staff changes, including a full review of roles and responsibilities within the senior leadership team, the appointment of a curriculum co-ordinator and the establishment of a curriculum development team; and
- the entry requirements for pupils to access GCE/Level 3 courses in year 13 have been increased and the school has ceased to offer provision of solely GCSE/Level 2 courses for a cohort of year 13 pupils.

The most important improvements since the standard inspection include:

- the collegial approach to school improvement through the establishment of cluster groups to discuss learning and teaching strategies and to identify and share good practice;
- the development and implementation of arrangements for teachers to self- and peer-evaluate learning and teaching using an agreed set of quality indicators;

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<sup>1</sup> See inspection report at <http://www.etini.gov.uk/index/inspection-reports/inspection-reports-post-primary/inspection-reports-post-primary-2011/standard-inspection-larne-high-school-and-learning-support-centre.pdf>

- the good, or better, learning and teaching observed in most of the lessons during the follow-up inspection;
- the enhancement of the curriculum, particularly at key stage 4, which is tailored better to meet the needs, interests and abilities of the pupils; and
- the development of a policy for monitoring and evaluating all aspects of the work of the school, including the introduction of a system for monitoring pupil progress.

At the time of the standard inspection, the provision for mathematics and provision for science were evaluated as satisfactory. The provision for science is now good, with significant improvement in the leadership and management of the department and in the quality of the planning. The provision for mathematics remains satisfactory, with a need to improve the consistency in the quality of learning and teaching across the department.

In 2011, 35% of the pupils attained five or more GCSEs at grades A\* to C: this figure is now 37%. In 2011, 26% of the pupils attained five or more GCSEs including English and mathematics at grades A\* to C; this figure is now 18%. While there is variation in GCSE standards across the subjects; these standards are well below the average for similar schools and remain too low.

It continues to be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the school's sixth form provision in order to address the current and future needs of the pupils and the staff.

## **Conclusion**

Overall, the quality of education provided by the school remains satisfactory; the strengths outweigh the areas for improvement in the provision.

The follow-up inspection has identified areas for improvement which need to be addressed if the school is to meet effectively the needs of all of the pupils.

The main areas for improvement are to:

- raise the standards the pupils attain, address the variation in individual subject performance at GCSE level and disseminate further the best practice within the school; and
- use assessment data more effectively to set targets at a whole-school, subject and individual pupil level and to use more effectively all data to inform practice.

The Education and Training Inspectorate will carry out a further follow-up inspection within the next 12 -18 months and a report will be published.

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