



*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

Lisnagarvey High School
Lisburn

October 2013

A THIRD FOLLOW-UP TO THE INSPECTION OF LISNAGARVEY HIGH SCHOOL, LISBURN, CO ANTRIM, BT28 1HN (421-0051)

A standard inspection of Lisnagarvey High School in November 2008 by the Education and Training Inspectorate (ETI) evaluated the quality of the provision as satisfactory and identified a number of important areas for improvement in standards, learning and teaching and in management.

ETI carried out a first follow-up inspection (FUI) on 14 and 15 March 2011 and evaluated the quality of provision as inadequate. Subsequently, the school entered the formal intervention process (FIP) on 6 April 2011. The report also recommended that the employing authority, governors and the staff, plan for and manage, issues related to the sustainability of the sixth-form provision and school budget, in order to address the current and future needs of the pupils and the staff.

A second FUI was carried out on the 25 and 26 September 2012 at which time the quality of provision remained inadequate. The report identified additionally the need to raise the standards achieved in public examinations and to improve monitoring and evaluation by management at all levels.

A third FUI on the 9 and 10 October 2013 re-evaluated the quality of provision as satisfactory.

The following are the most important changes since September 2012:

- the appointment of new heads of English and mathematics and a new member of the senior leadership team;
- the significant increase in number of year 12 pupils from 43 to 80;
- the increase in the number of pupils with statements of special educational need from 33 to 44;
- the decrease in the percentage of pupils on the special educational needs register from 21.62% to 12.0%;
- the implementation of a diagnostic programme for mathematics to support learning and teaching by providing feedback to pupils on their progression and what they need to do in order to improve;
- the external support from C2k and the Curriculum Advisory and Support Service on the effective use of data, action planning and target setting;
- the review of the curriculum to meet the needs and abilities of the increasing number of pupils at Key Stage 4; and
- the review of the sixth-form entry requirement to ensure that the pupils can cope realistically with the demands of the subjects they choose.

The following are the most important improvements since September 2012:

- the continued increase in enrolment from 444 to 508;
- the effective support from C2k and the Curriculum Advisory and Support Service on the use of data, and target setting to underpin whole-school and departmental improvement planning;

- the increased focus by the senior leadership team and the recently appointed heads of mathematics and English on the rigorous monitoring and evaluation of learning and teaching which is leading to improved pupil engagement with the curriculum and the better outcomes in public examinations;
- the quality of teaching and learning observed which ranged from satisfactory to outstanding with three-quarters of the lessons being good or better;
- well-planned review of the sixth-form entry requirements which has resulted in an increase in the percentage of pupils gaining grades A*-C in three or more GCE A levels or equivalent from 44% to 70% which is almost 30 percentage points above the Northern Ireland (NI) average;
- the positive attitudes, skills and dispositions the pupils have to learning as evidenced by percentage of pupils gaining grades A*-C in any five or more GCSE subjects or equivalents, which at 64% continues to be in line with the NI average for similar schools; and the percentage of pupils gaining grades A*-E in five or more GCSE subjects or equivalent which has increased from 74% to 83%;
- the percentage of pupils gaining grades A*-C in five or more GCSEs subjects or equivalents including GCSE mathematics has increased from 28% to 35 %, and including GCSE English has increased significantly from 18.6% to 32.5%; and
- when English and mathematics are included together in the five subjects the percentage has increased significantly from 9% to 25%, closing the gap to eight percentage points below the NI average for similar schools.

The areas for improvement are:

- to raise further the standards achieved in public examinations;
- for management at all levels to ensure that the processes of self-evaluation, target setting and the use of intervention strategies in lessons lead to sustained improvement in attendance and the quality of the pupils' work across the whole range of abilities; and
- for the employing authority, governors and the staff to plan for, and manage, issues related to the sustainability of the sixth-form provision in order to address more effectively the current and future needs of the pupils and the staff, in light of the increased numbers in KS4.

In the areas inspected, the quality of education provided by the school is satisfactory; the strengths, which have led to improvement since the last inspection, outweigh areas for improvement in the provision. The inspection has identified areas for continuing improvement in standards, learning and teaching and leadership and management which need to be addressed if the needs of all of the learners are to be met more effectively.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement, over the next 12 to 24 month period.

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