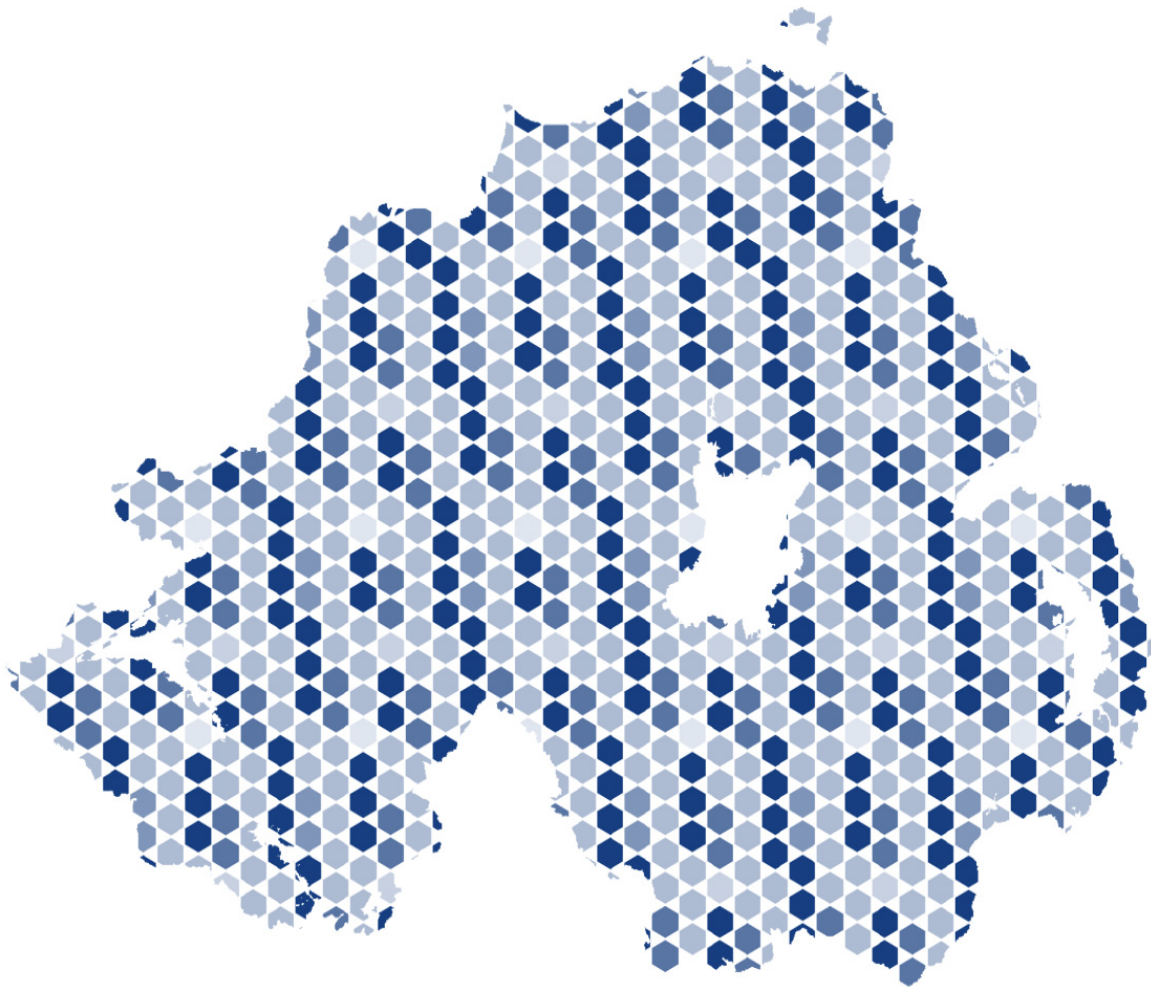


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Lisnaskea High School

Controlled, non-selective, co-educational 11-16 school

Report of an Inspection
in April 2012



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In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

GLOSSARY OF TERMS AND ABBREVIATIONS USED IN THE REPORT

The term 'similar schools' refers to schools in the same free school meal category, whether they are selective or non-selective, as defined by DE.

CEIAG	Careers Education Information Advice and Guidance
DE	Department of Education
EF	Entitlement Framework
EOTAS	Educated other than at School
ETI	Education and Training Inspectorate
FSM	Free School Meals
GCSE	General Certificate of Secondary Education
GCE A	General Certificate of Education Advanced Levels
ICT	Information and Communication Technology
KS	Key stage
NI	Northern Ireland
SDP	School Development Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SMT	Senior Management Team
STEM	Science Technology Engineering and Mathematics

1. CONTEXT

1. Over the recent years the enrolment at Lisnaskea High School has decreased; currently it has a full-time equivalent teaching staff of only thirteen. The numbers of pupils entitled to free school meals and those identified by the school as having special educational needs have both risen by 50% in recent years; the number of pupils with a statement of educational need has risen significantly in the last two years to one in ten.

At the time of the inspection, three of the teachers were absent for personal reasons.

Lisnaskea High School	2008	2009	2010	2011
Enrolment	155	142	132	135
FSM Percentage	16.13	19.01	25.00	25.19
% (No) of pupils on SEN register	30.32	29.58	38.64	45.19
<i>No. of pupils with statements</i>	5		11	15
<i>No. of newcomers</i>	*	0	0	*
Intake				
% of Y8 pupils with L5 English	9.09	9.52	29.03	4.76
% of Y8 pupils with L5 mathematics	18.18	14.29	29.03	9.52
% of Y8 pupils with L4 English	77.27	71.43	83.87	42.86
% of Y8 pupils with L4 mathematics	63.64	71.43	83.37	38.10

Source: Data held by the school. *= fewer than 5

2. OVERALL FINDINGS OF THE INSPECTION

2.1 The quality of education provided by the school is satisfactory. The inspection has identified areas for improvement in standards, curriculum provision, learning and teaching and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively.

In particular, and given the geographical location of the school, the pupils at KS4 cannot access a suitably broad curriculum unless the Fermanagh Area Learning Community works more collaboratively and effectively to meet the needs of all of the pupils in the area. It is imperative too that the employing authority, plan for, and manage, issues related to the sustainability of the school provision and school budget, (which is in significant deficit) in order to address the current and future needs of all of the pupils and the staff.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

3. ACHIEVEMENTS AND STANDARDS

3.1 The standards achieved by the pupils are satisfactory¹.

KEY FINDINGS

The majority of the pupils display a positive disposition to learning and, when provided with appropriate tasks and guidance, work effectively and are keen to learn.

¹ For detailed results in public examinations, including in vocational subjects, see Appendices 1 and 2.

Comparisons based on FSM Percentage	2009	2010	2011
Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	100
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	29.03	44.74	33.33
<i>Comparison with the NI average for similar schools</i>	<i>Well below average</i>	<i>Above average</i>	<i>In line with the average</i>
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	48.39	63.16	57.14
<i>Comparison with the NI average for similar schools</i>	<i>Well below average</i>	<i>Above average</i>	<i>In line with the average</i>
Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	83.67	86.84	95.24

Source: Data on Year 12 (KS4) performance as held by the school, with DE benchmarks.

In the last three years, the proportion of pupils attaining five or more GCSEs at grades A* to C including English and mathematics and those attaining any five or more GCSE grades at grades A* to C has improved. In 2010 the results were above the NI average for similar schools, and in 2011 were in line with the NI average. The three-year average at grades A* to C for most subjects at GCSE level was above that of the NI average for non-selective schools.

4. PROVISION FOR LEARNING

4.1 The quality of provision for learning is satisfactory

KEY FINDINGS

The provision in English is satisfactory and in mathematics it is good²

The quality of the teaching observed during the inspection ranged from very good to inadequate. In just over two-thirds of the lessons observed, the teaching was good or very good.

In the more effective practice, the pupils' responses and their thinking skills were extended through skilful questioning and their learning progressed as a result of the teachers' ability to use, with continuity, an appropriate variety of good teaching strategies.

In around a third of the lessons, the practice was characterised by an over-reliance on low-level tasks which were not matched sufficiently to the pupils' abilities, and by too few opportunities being provided for the pupils to participate actively in their learning. In these lessons, the expectations of what the pupils could achieve were too low, they were unduly passive for prolonged periods and did not have an opportunity to develop their oral expression.

² See Appendix 3.

The quality of provision for SEN is satisfactory.

The majority of the pupils, who receive additional support in the carefully planned withdrawal sessions, make satisfactory progress in line with their assessed ability levels; in the sessions observed, the pupils respond well to the good one-to-one support provided by the inclusion manager and the classroom assistants. The well-planned “Reading Partnership” programme provides effective practice that is raising standards in reading and comprehension for the pupils who attend.

The school has recognised the need to provide more challenge and information in the individual education plans to help guide the teachers’ lesson planning and the pupils’ work in the classroom. The whole-school provision in SEN is being reviewed appropriately by the school to include a policy for gifted and talented pupils.

4.2 The quality of the care, guidance and support of pupils is satisfactory

KEY FINDINGS

There is a caring and supportive ethos throughout the school. The staff know the pupils well and are attentive to their needs. A number of important pastoral improvements have been introduced very recently. These include: a reward system which recognises and celebrates the pupils’ achievements both inside and outside school; a well-structured form class programme, and a mentoring scheme for year 12 pupils. As the school continues to enhance its pastoral provision, as outlined in the school development plan, it will be important to monitor the impact of this work on the learning experiences provided for, and the standards achieved by, the pupils.

The pupils appreciate the support from their teachers and know what to do if they have any concerns about their work, safety and well-being. They reported that they feel safe and happy in school but highlighted concerns with regards to aspects of teaching in a key area of the curriculum.

4.3 The curricular provision for the pupils is inadequate.

KEY FINDINGS

At KS3, the curriculum is suitably broad and balanced. The provision at KS4, given the number of pupils and the staffing complement, requires, as a matter of urgency, increased collaboration with, and within, the Fermanagh Area Learning Community in order to increase the breadth and balance of the offered curriculum.

The overall quality of the CEIAG is satisfactory.

The school offers a variety of CEIAG programmes and activities which reflect and meet the needs of the majority of the pupils. Most of the pupils benefit from their participation in well-planned events in the school and opportunities to be involved in enterprise programmes at KS3 and KS4, supplemented by a week of work experience in year 12, which contribute effectively to their understanding of the world of work.

The integration of CEIAG in the subject areas is inconsistent and the processes for evaluating the quality and overall effectiveness of the careers provision are underdeveloped.

5. LEADERSHIP AND MANAGEMENT

5.1 The leadership and the management is satisfactory

KEY FINDINGS

At the time of the inspection the principal had been in post for just over two school terms. In the short time since his appointment he has made very good progress by identifying accurately the strengths and the necessary areas for development in the school's provision. Through his leadership, a robust, systematic and realistic evaluation of the school's provision has been conducted; this work is being co-ordinated well by a recently-formed school improvement team.

The school development plan is currently being reviewed in line with The Education (School Development Plans) Regulations (Northern Ireland) 2010; good use has been made of the development planning indicators outlined within the DE policy, Every School a Good School, and other quality indicators, to bring a better focus and consistency to the development planning process.

While over half of the teaching staff is in receipt of management points for aspects of the school's work, there is no senior leadership structure in place to carry forward the important improvements which have been identified in key areas of the school's curriculum, pastoral provision and standards.

Due to the falling enrolment, and the significant financial constraints, most of the teachers teach at least one (and often more) additional subject(s) outside their main specialism. This places considerable demands on them in terms of planning, monitoring, evaluation and overall workload.

The governors are hard-working and committed to the life and work of the school. They are aware of the strengths and weaknesses in the school's provision and in partnership with the Principal, are developing further their capacity and effectiveness to support the work of the school.

On the basis of the evidence available at the time of the inspection, the school has satisfactory arrangements in place for safeguarding young people. These arrangements broadly reflect the guidance issued by the Department of Education but there is a need to review and update the child protection training for the support staff.

6. CONCLUSION

6.1 It is imperative that the employing authority, plan for, and manage, issues related to the sustainability of the school curricular provision and school budget, in order to address the current and future needs of all of the pupils and the staff.

6.2 Within this context, the inspection found that the quality of education provided by the school is satisfactory.

6.3 The inspection has identified areas for improvement in standards, learning and teaching and leadership and management which need to be addressed if the needs of all the learners are to be met more effectively.

6.4 The main areas for improvement are the need to:

- review the structure, roles and responsibilities of leadership at all levels in order to achieve the school's priorities for improvement which have been appropriately identified by the Principal;
- review the curriculum provision including the urgent development of collaborative arrangements within the Fermanagh Area Learning Community, in order to meet effectively the needs and aspirations of the pupils; and
- strengthen the process of self-evaluation to focus on improving the quality of learning and teaching in order to sustain recent improvements in, and raise further, the achievements and attainments of all of the pupils.

The Education and Training Inspectorate will monitor and report on the school's progress in addressing the areas for improvement.

STATISTICAL INFORMATION

- 1.1 i. School: Lisnaskea High
 ii. School Reference Number: 221-0080
 iii. Age Range: 11-16
 iv. Status: Controlled
 v. Date of Inspection: W/C 30/04/12
 vi. Area of Study: Standard Inspection

1.2 Intake/Enrolment

School Year	2007/08	2008/09	2009/10	2010/11	2011/12
Year 8 Intake	37	22	21	31	21
Total enrolment	158	155	142	132	135

1.3 Attendance

Year 2010/11	8	9	10	11	12	Average 2010/11	NI Average 2009/10
% Attendance	95.4	92.1	92.8	93.2	95.1	94	91

- 1.4 i. Total Number of Teachers:

12.98

- iii. Contact ratio (percentage of timetabled time in direct class contact):

0.772

- ii. PTR (Pupil/Teacher Ratio):

10.25

Year 2011/12	8	9	10	11	12	TOTAL
Enrolment: Boys	15	13	6	12	21	67
Enrolment: Girls	6	18	15	14	15	68
Enrolment: Total	21	31	21	26	36	135
PTR	8.11	11.58	8.11	9.65	13.75	

1.5 Leavers' Destinations

2009/10	Year 12	NI%
Total Number of Leavers	38	
Another School	53%	14.8
Employment	0%	5.7
Full-time Further Education	45%	47.5
Full-time Higher Education	N/A	N/A
Full-time Training	*	25.1
Seeking Employment/Unemployed	0%	3.6
Unknown/Long Term Sick/Pregnant	0%	3.8

TABLE 1

GCSE EXAMINATION RESULTS

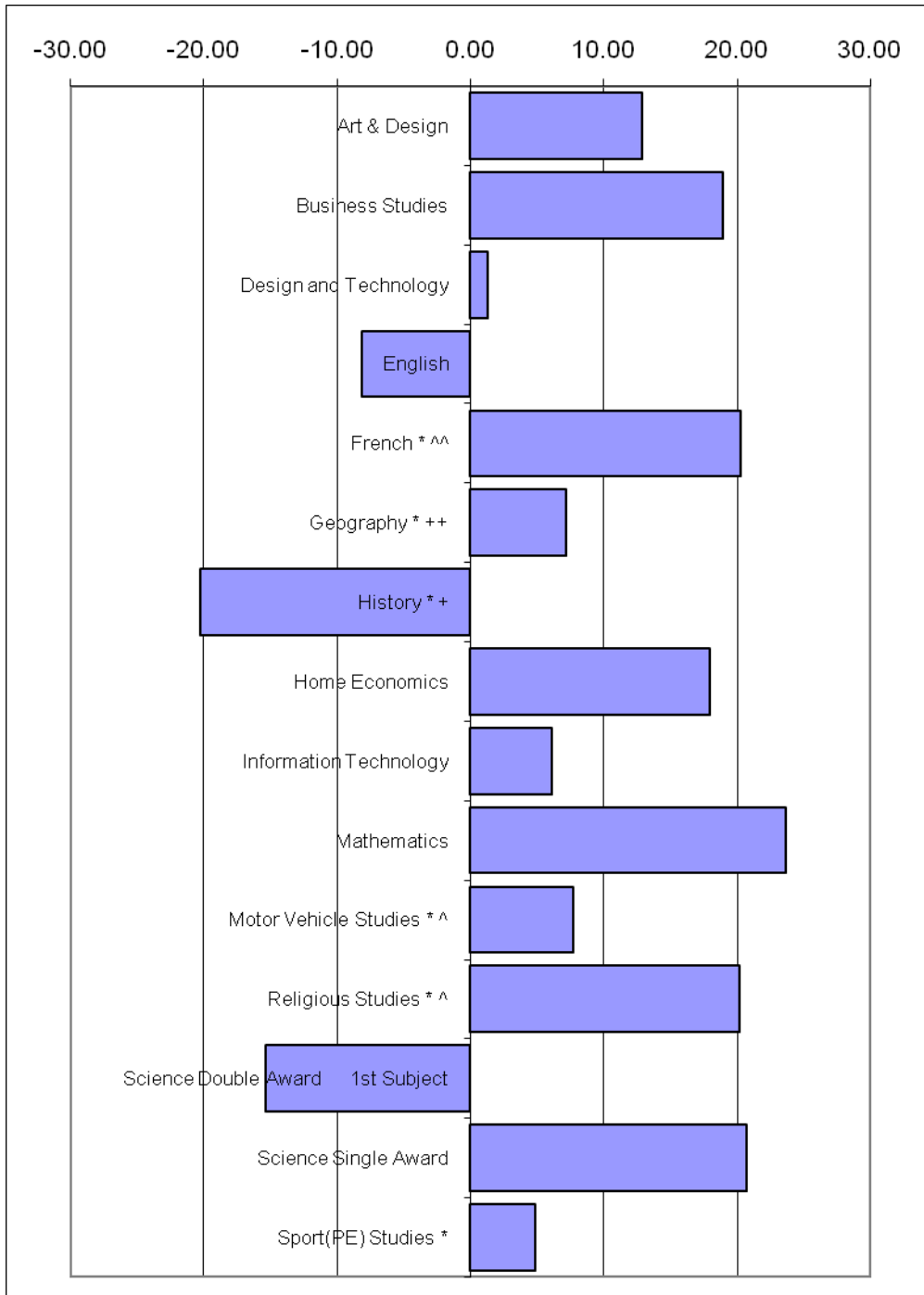
HEADLINE STANDARDS

NB: The NI average for all non-selective schools of pupils obtaining Grades C or above in at least 5 subjects including English and Mathematics in 2011 is 36.3%

Comparisons based on NI averages for non-selective schools	2009	2010	2011
Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	100	100
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including English and Mathematics	29.03	44.74	33.33
Comparison with the NI average for non-selective schools	<i>Below average</i>	<i>Well above average</i>	<i>Below average</i>
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Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	83.67	86.84	95.24

Source: Data on Year 12 (KS4) performance as held by the school, with DE benchmarks.

TABLE 2 shows the **3 year average performance of each individual subject at GCSE Grades A*-C**, compared with the corresponding Northern Ireland average



The following subjects had an entry of fewer than 30 pupils over three years to June 2011: French, Geography, History, Motor Vehicle Studies, Religious Studies and Sport (PE) Studies.

OTHER RESULTS

OTHER RESULTS: KEY STAGE 4

Applied and Vocational Courses taken in the last three years.

Occupational Studies (single award)	2009		2010		2011	
	No of pupils	% pass	No of pupils	% pass	No of pupils	% pass
Level 1	0	0	9	33	0	0
Level 2		0		67		0

Occupational Studies (double award)	2009		2010		2011	
	No of pupils	% pass	No of pupils	% pass	No of pupils	% pass
Level 1	0	0	5	0	0	0
Level 2		0		100		0

APPENDIX 3

SUMMARY OF THE MAIN FINDINGS FROM THE AREAS UNDER FOCUS

English

The provision in English is satisfactory.

The quality of the provision for English is satisfactory.

The strengths of the provision include:

- the quality of the teaching observed, almost all of which was good or better;
- the good working relationships in all of the classes observed;
- the good quality of the planning for KS3 classes; and
- the effective support provided for those pupils who have additional needs in literacy.

The areas for improvement are the need to:

- clarify the roles and responsibilities for leading and managing the department; and
- raise the standards attained by the pupils in GCSE English.

Mathematics

The provision in mathematics is good.

During the inspection, the Head of Department, who teaches seven of the ten classes, was absent.

The main strengths of the mathematics provision are:

- the good working relationships between the pupils and the teachers;
- the good levels of individual support provided for the pupils in the lessons observed;
- the preparation of the pupils for public examinations, as evident through documentation relating to revision and the additional support classes;
- the good range of documentation which guides the work of the department; and
- the high standards achieved by the pupils at GCSE level .

The area for improvement is the need to:

- plan more thoroughly, including using performance data appropriately, in order to meet the needs of all the pupils.

SCOPE AND METHOD OF THE INSPECTION

The standard inspection of Lisnaskea High School focused on achievements and standards, learning and teaching, curriculum provision and on leadership and management across the school as a whole. The key questions and quality indicators which guide inspection and self-evaluation in these three aspects of post-primary schools, which were applied to this inspection, are available in the Inspectorate's publication *Together Towards Improvement: a process for self evaluation* at <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>

Inspectors scrutinised documentation and the pupils' written work and held formal and informal discussions with pupils, teachers and staff with specific responsibilities. Specialist inspectors paid particular attention to English and mathematics providing detailed oral feedback to the teachers in these areas. Detailed findings are reported in Appendix 3.

The inspection also focused on the provision for CEIAG, pastoral care and the arrangements for safeguarding; the provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life and on progress towards the Entitlement Framework.

The arrangements for the inspection included:

- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire to the inspection;
- meetings with representatives from the governors; and
- meetings with groups of pupils from years 8, 10 and 12

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	107	34	32	13
Teachers	15	5	33	*
Support Staff	7	5	71	*

Source: Returns from questionnaires to Inspection Services Branch at DE * = fewer than 5

The returns from questionnaires sent to the parents/guardians were positive in most respects. A minority of teachers and support staff reported concerns in aspects of communication, staff welfare and leadership and management. The ETI reported to the Principal and representatives of the governors the findings from the questionnaires and, where appropriate, these have been commented on within the report.

HEALTH AND SAFETY

- The school need to carry out an immediate risk assessment on the suitability and safety of the fencing around the outdoor pitch area and to the side of the existing perimeter fence that is open to public access.

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