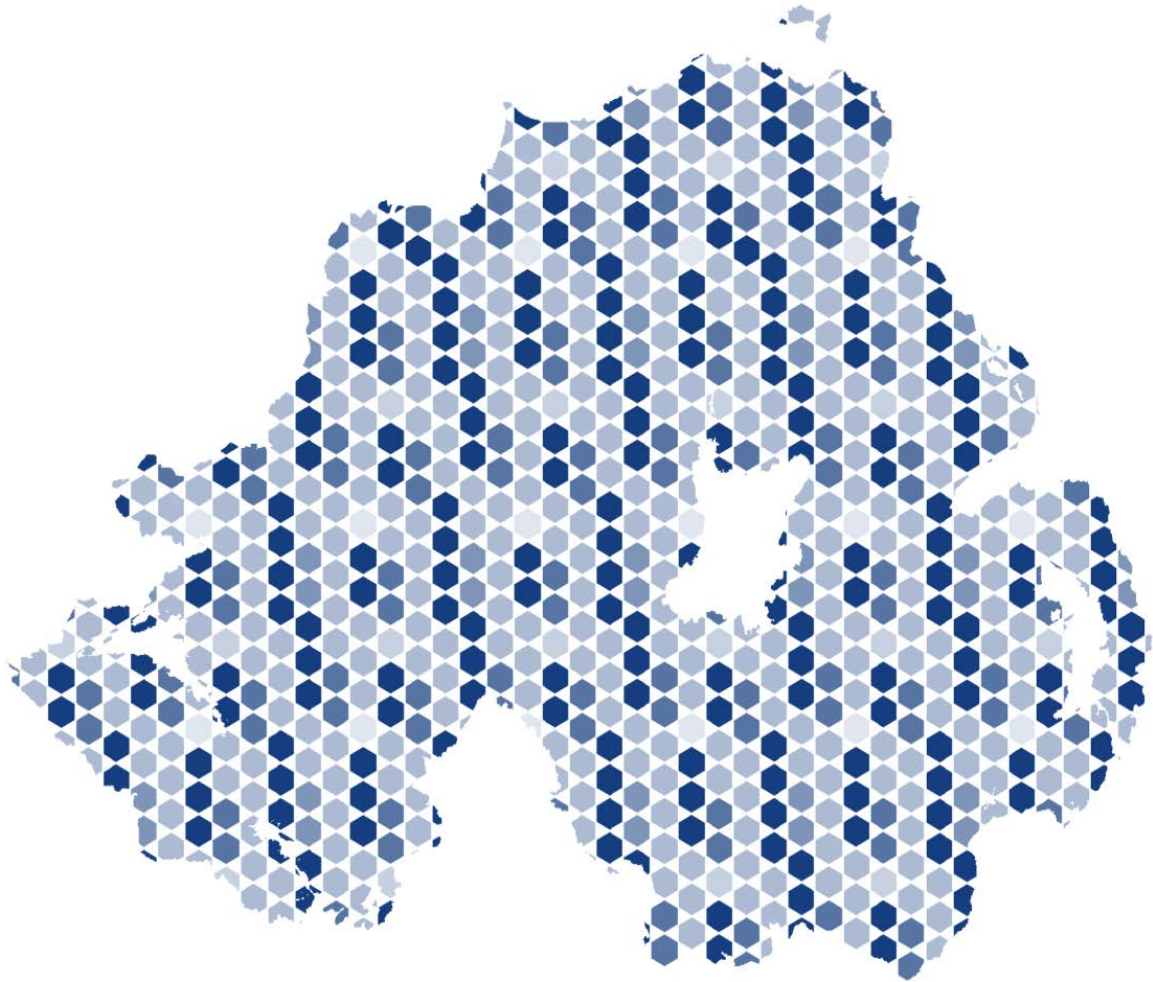


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Limavady High School,
County Londonderry

Co-educational controlled 11 – 18 school

Report of an Inspection (Involving
Action Short of Strike) in
March 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



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INTRODUCTION

1. Context

Limavady High School draws its pupils primarily from the towns of Limavady and Dungiven and the surrounding rural areas, although the catchment extends as far as Coleraine and Londonderry. Over the past four years, entry into the school at year 8 has remained steady and is currently over-subscribed. At the time of inspection, the principal and both vice-principals were temporary in their roles.

Around one-third of the pupils require additional support with aspects of their learning. Over the last three years, the proportion of pupils entitled to free school meals has risen sharply, from 25% to 43%. There is a long-standing and successful shared education partnership with the neighbouring maintained post-primary school and the partnership has received approval for shared post-16 and Science, Technology, Engineering and Mathematics (STEM) facilities.

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action, primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that almost all of the teachers would not be co-operating with the inspectors. The ETI have a statutory duty to monitor, inspect and report on the quality of education under Article 102 of the Education and Libraries (Northern Ireland) Order 1986. Therefore, the inspection proceeded and the following evaluations are based on the evidence as made available at the time of the inspection.

Limavady High School	2013-14	2014-15	2015-16	2016-17
Year 8 Intake	130	123	148	127
Enrolment	752	729	721	718
% Attendance (NI Average)	92.4 (92.0)	91.5 (92.0)	92.1 (93.5)	N/A (n/a)
FSME Percentage ¹	25.26	41.83	42.16	43.18
% and (Number) of pupils on SEN register	35.77 (269)	29.76 (217)	30.70 (222)	33.98 (244)
No. of pupils with statements of educational needs in the mainstream school	48	50	50	47
No. of newcomers	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

2. Views of parents and staff

Four per cent of parents (22) and 18% of staff (15) responded to the online questionnaires. The responses to the parental questionnaires indicated high levels of satisfaction with the life and work of the school. The responses to the staff questionnaires were mainly very positive, affirming the work of the acting senior leadership team. The small number of issues raised in the questionnaires was discussed with the principal and governors.

¹ The term 'FSME Percentage' refers to the percentage of pupils entitled to free school meals.

3. Focus of the inspection

In order to promote improvement in the interests of all pupils, the purpose of a post-primary inspection is to:

- evaluate the quality of the provision and the outcomes for the pupils;
- evaluate the school's leadership and management and its capacity to effect and sustain improvement in its provision and standards; and
- inform the school's planning for improvement.

As a result of the industrial action by the teachers, the ETI was unable to evaluate fully:

- the quality of the provision and the overall outcomes for the pupils;
- the school's leadership and management and its capacity to effect and sustain improvement in its provision and standards;
- the quality of the provision in English or mathematics; and
- the quality of the provision for the care, welfare and support of the pupils.

Where it has been possible to evaluate aspects of the foci, they have been reported below.

4. Overall findings of the inspection

Overall Effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Quality of provision	No performance level available
Leadership and management	No performance level available

KEY FINDINGS

5. Outcomes for learners

- The pupils are courteous and articulate and display a positive disposition to school life. The student leadership team spoke with maturity and confidence about their roles in this team, their experiences in school but also across the Roe Valley Learning Community. They reported that they had access to a wide range of enrichment and extra-curricular provision, including drama and music, sport, charity and community work.
- Over the past three years, the percentage of pupils attaining five or more GCSE qualifications or equivalent at grades A* to C, including English and mathematics, has fluctuated. Last year, it was well below the Northern Ireland (NI) average for schools in the same free schools meals band.
- Just over one-half (11) of the subjects at GCSE grades A* to C are below the corresponding three-year averages for similar schools.

- The proportion of pupils entitled to free school meals attaining five or more GCSEs or equivalents at grades A* to C, including English and mathematics, has been consistently well above corresponding NI average over the past three years. It is noteworthy that these pupils are performing above their peers.
- The percentage of pupils attaining three or more GCE A levels or equivalent at grades A* to C has been significantly below the NI average for similar schools in two out of the past three years. There was, however, a notable improvement last year in the proportion of pupils entered for three or more GCE A levels or equivalent and in the outcomes attained.
- Over the past three years, there has been a significant differential between boys and girls in the outcomes attained at post-16, with the boys performing well below the girls. Consequently, there is a need to review the relevance of the post-16 curriculum in meeting the needs of all pupils.
- The proportion of pupils progressing to higher education courses is above the NI average for similar schools.

The ETI was unable to evaluate:

- the standards attained by the pupils in English and mathematics;
- the progression by the pupils in their learning; and
- the pupils' wider skills and dispositions.

6. Quality of provision

- Through a range of leadership opportunities such as the school council, anti-bullying ambassadors and bus mentors, the pupils have opportunities to develop their wider skills and capabilities, and to contribute to the improvement of their school.
- As a result of communication with feeder primary schools and the school's own internal procedures, the needs of the pupils who require additional support with aspects of their learning are promptly identified and planned for. The learning experiences and outcomes attained by these pupils, however, require more rigorous monitoring and evaluation.

The ETI was unable to evaluate fully:

- the impact of the curriculum review on the pupils' learning;
- the effectiveness of the guidance and support (including careers education, information, advice and guidance) in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting learning;

- the quality of provision in English and literacy or mathematics and numeracy across the school; and
- the impact of care and welfare on teaching, learning and outcomes for pupils.

7. Leadership and management

- The recently appointed acting senior leadership team has a strong collegial ethos and a clear, shared vision for school improvement.
- The school development plan is informed by extensive, effective consultation with all members of the school community. Priorities for development, including those identified by the voice of the pupil body, are being addressed through ongoing improvement work in, for example, the care, welfare and guidance of the pupils. A number of the whole-school action plans, however, require more specific targets in order to support the processes of monitoring, evaluation and review of progress made.
- Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be confidence in the aspects of governance evaluated. The governors are committed to the life and the work of the school and they are highly supportive and affirming of the acting senior leadership team. The governors need to develop further their capacity to provide appropriate accountability and challenge in relation to the outcomes attained by the pupils and to the quality of the pupils' learning experiences.
- During the inspection, the school provided evidence that satisfactory arrangements are in place for safeguarding learners which broadly reflect the guidance issued by the relevant Departments. The pupils reported that they feel safe and secure in school. They know what to do and whom to talk to if they are concerned about their safety or well-being. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

The ETI was unable to evaluate fully:

- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement.

CONCLUSION

8. Overall effectiveness

Owing to the impact of the action short of strike being taken by the teachers, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the pupils. This will be reflected in future inspection activity.

Examination performance and other statistical data

GCSE and equivalent examination results from 2013-14 to 2015-16

Based on data held by the school in SIMS² and verified with the ETI, the table below compares the percentage of year 12 pupils in Limavady High School achieving five or more GCSEs (A* to C and A* to E) and equivalent subjects, and the percentage of pupils entitled to free school meals with the NI average for non-selective schools in the same free school meals band³.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2013-14	2014-15	2015-16
*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	80	67.42	62.37
<i>The NI average for similar schools in the same free school meals category⁴</i>	<i>68.3</i>	<i>75</i>	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE Mathematics	40	50	34.41
<i>The NI average for similar schools in the same free school meals category</i>	<i>42.9</i>	<i>46.3</i>	N/A
*Percentage of Year 12 obtaining Grades E or above in at least 5 subjects	96.92	93.18	92.47
Percentage of Year 12 entitled to free school meals achieving 5 or more GCSEs Grades A* to C or equivalent (including GCSE English and GCSE Mathematics)	41.94	62.27	46.67

GCE A level examination results at grades A* to C from 2013-14 to 2015-16

Based on data held by the school in SIMS and verified with the ETI, the table below shows the percentage of year 14 pupils in Limavady High School achieving three or more GCE A levels at grades A* to C, and two or more GCE A levels at grades A* to E.

GCE A Level or equivalent	2013-14	2014-15	2015-16
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	51.55	73.81	100
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	27.27	25	43.48
Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels	93.94	97.5	100

² SIMS: School Information Management System

³ See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.

⁴ See benchmarking data and guidance contained in the DE Circular 2011/03: 'School Development Planning and Target-Setting'.

**Attainment of pupils in individual subjects at GCSE level (over the past three years)
Grades A* - C**

	2013	2014	2015
Number of pupils in Year 12 cohort	131	132	93

Subject	Number of Entries	School Three-year average at A* to C	Northern Ireland Three-year average at A* to C
Art & Design	87	87.36	77.1
Design and Technology Resistance Materials	35	60.00	61.5
Drama	38	60.53	73.5
English Language	337	62.61	63.2
English Literature	150	84.00	84.0
French	32	71.88	75.2
Geography	122	62.30	61.1
German	35	88.57	70.7
Health and Social Care	114	92.98	62.5
History	149	61.07	61.7
Home Economics	45	77.78	70.7
Home Economics Child Development	87	59.77	65.7
Information Technology	65	44.62	74.2
Mathematics	347	53.89	51.5
Media Film and TV Studies	80	67.50	62.2
Science Double Award First Subject	218	86.70	83.0
Science Single Award	171	76.02	69.0
Sport (PE) Studies	33	63.64	65.5
Biology*	12	66.67	72.8
Design and Technology*	3	33.33	67.1
Music*	27	51.85	79.3

*indicates fewer than 30 entries over 3 years

OTHER EXAMINATION RESULTS: KEY STAGE 4

GCSE	2013-14	2014-15	2015-16	Total entry over 3 years
	% A* - C	% A* - C	% A* - C	
D & T Graphic Products	62.16	35.71	46.66	66
D & T Resistant Materials	60.00	86.67	52.63	69

Level 2	2013-14	2014-15	2015-16	Total entry over 3 years
	% A* - C	% A* - C	% A* - C	
Prince's Trust XL	100	85.36	67.56	121
Communication	100	-	100	19
ICT	88.48	44.54	-	233
Occupational Studies	86.08	75.00	68.57	375

Attainment of pupils in individual subjects at GCE A level (over the past three years) Grades A* - C

Subject	Number of Entries	School three-year average at A* to C	Northern Ireland three-year average at A* to C
English Literature	25	40	83.7
Health and Social Care (Vocational)	104	97.12	84.3
History	23	17.39	84.9
Media Film and TV Studies	22	86.36	87.2
Art & Design*	12	100	90.6
Biology*	14	64.29	83.3
Business Studies*	1	0	85
Design and Technology Product Design*	4	50	67.1
Geography *	1	100	84.6
Mathematics*	3	0	87.7
Performing Arts (Vocational)*	11	100	84.0

* indicates fewer than 20 entries over 3 years

OTHER EXAMINATION RESULTS: POST-16

Level 3	2013-14	2014-15	2015-16	Total entry over 3 years
	% A* - C	% A* - C	% A* - C	
ICT	23.53	47.06	52.94	51
Sport	100	-	100	2
Engineering	40	100	37.5	15
Travel and Tourism	-	90	100	19
3D Art	-	36.36	85.71	18

Staying on rate

Based on data held in SIMS by the school and verified with the ETI, the table below shows the percentage of the pupils who stay on at Limavady High School, from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for non-selective schools (from school census returns to the Department of Education for the most recent year for which data is available.)

	NI Average	School
% Yr 12 staying on to Yr 13	47.8	38.2
% Yr 13 staying on to Yr 14	78.2	90.6

Leavers' destinations

Based on data held by the school and verified with the ETI, the table below shows the percentage of all of the pupils from Limavady High School who leave school to enter further education, higher education or employment, or are seeking employment compared with the average for non-selective schools.

	School	NI	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	123	13157			
Employment	4.87%	10.9%			
Further Education	49.59%	44.5%	24	29	
Higher Education	20.32%	23.3%			25
Work-based Learning (Training)	17.07%	15.4%			
Unemployed	7.31%	3.9%			
Unknown	3.25%	2.1%			

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework publication, which is available at: <http://tinyurl.com/ISEF-Post-Primary>.

Inspectors scrutinised documentation, data and held formal and informal discussions with pupils (individually and in groups), and some staff with specific responsibilities.

The arrangements for this inspection included a meeting with representatives from the governors and the opportunity for all parents, teaching and support staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate

Quantitative terms

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%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on Leadership and management:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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