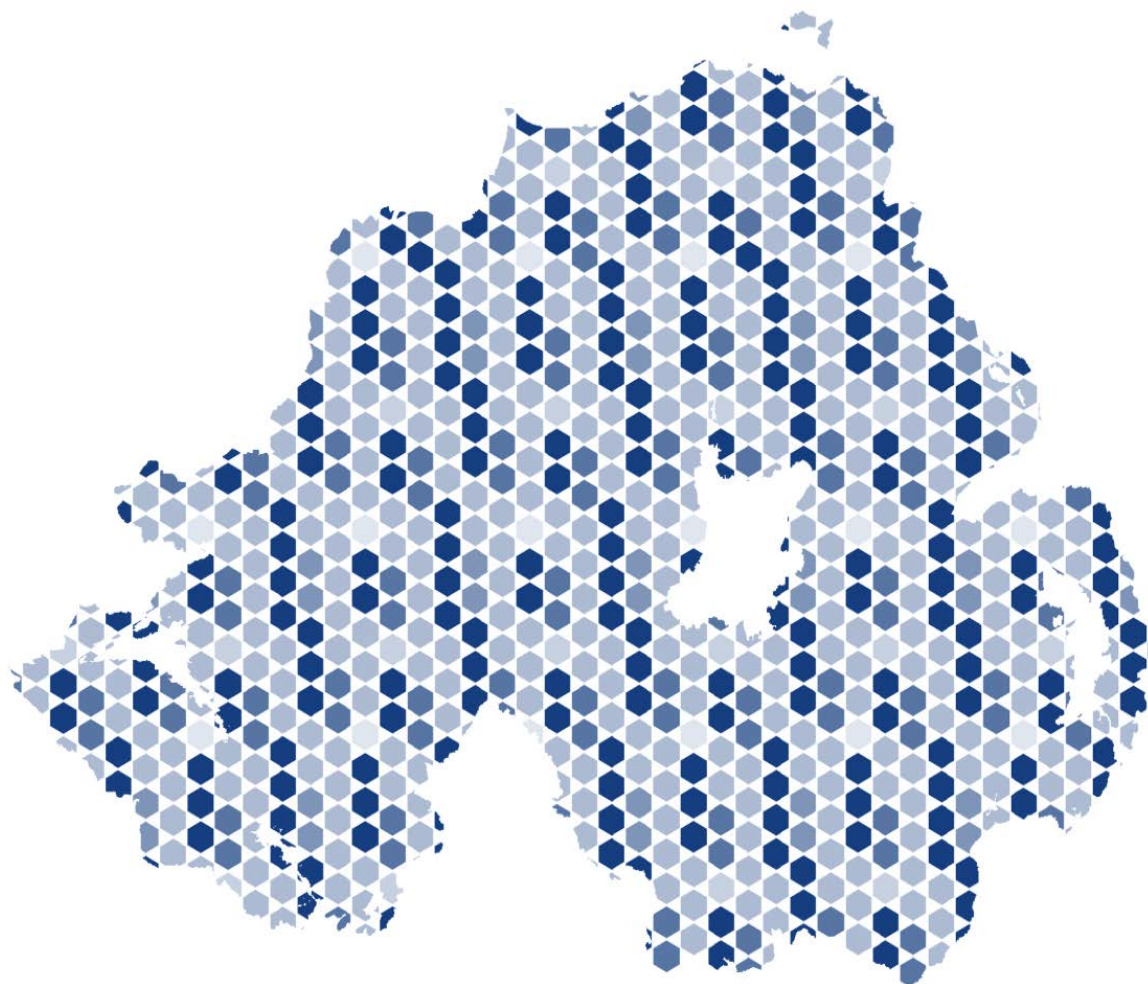


# POST-PRIMARY INSPECTION



Education and Training  
Inspectorate

Lumen Christi College, Derry

Co-educational voluntary grammar 11 – 18 school

Report of an Inspection (Involving  
Action Short of Strike) in  
April 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

Lumen Christi College is a Catholic co-educational voluntary grammar school located in the Bishop Street area of Derry. The pupils attending the school, which is consistently oversubscribed, come from all parts of the city and from the surrounding rural area. Over the past four years, the proportion of pupils entitled to free school meals has increased from 5.78% to 12.88%; the proportion of pupils on the special needs register has remained largely stable.

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, with the exception of the principal and some members of the senior leadership team, none of the teachers would 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.

Lumen Christi College	2013-14	2014-15	2015-16	2016-17
Year 8 Intake	123	125	123	121
Enrolment	847	851	854	854
% Attendance (NI Average)	96.9% (95.8% )	96.9% (95.6%)	96.2% (N/A)	N/A (N/A)
FSME Percentage <sup>1</sup>	5.78	12.1	14.29	12.88
% and (Number) of pupils on SEN register	10.5 (89)	8.22 (70)	9.25 (79)	10.07 (86)
No. of pupils with statements of educational need in the mainstream school	7	10	13	14
No. of pupils with statements of educational need in the Learning Support Centre (if appropriate)				
No. of newcomers	*	*	0	0

**Source:** data as held by the school.

\* fewer than 5

N/A not available

### 2. Views of parents and staff

Twenty percent of parents (139) responded to the online questionnaires. Most of the responses to the parental questionnaires indicated high levels of satisfaction with the life and work of the school; praising, for example, the professional and caring staff and the hard-working and approachable leadership. The responses to the staff questionnaires were very positive and highly supportive of the work of the school. Some issues were raised by a minority of the parents in the questionnaires, which were discussed with the principal and governors (whilst maintaining the anonymity of the respondents).

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<sup>1</sup> 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, mathematics and science; 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 who met with inspectors were highly articulate and confident; they spoke positively about many aspects of the life and work of the school, showing particular appreciation for the high level of support they receive in their studies from the staff. During the inspection, the pupils were welcoming and courteous to the inspection team. The pupils participate and achieve well in a good range of extra-curricular activities, including sporting, cultural and musical pursuits.
- The pupils avail of a wide variety of opportunities to accept responsibility and hone their leadership skills through initiatives such as participation in the school council, becoming class counsellors and involvement in numerous outreach activities within the local and wider community.
- The outcomes attained by the pupils in public examinations at key stage (KS) 4 and post-16 are a key strength of the work of the school. The pupils entitled to free school meals attain highly and in line with their peers.

- Over the past three years, the proportion of pupils attaining seven or more GCSEs or equivalents at grades A\* to C, including English and mathematics, is consistently above the Northern Ireland (NI) average for selective schools in the same free school meals band. Over the same period, across all of the GCSE subjects, the pupils attain above or well above the respective subject averages for similar schools at grades A\* to B.
- The outcomes attained by the pupils at GCE A level or equivalent are also strong. Over the past three years, the proportion of pupils attaining three or more GCE A levels or equivalent at grades A\* to C has been consistently above the NI average for similar schools. Over the same period, across almost all of the GCE A level subjects, the pupils attain above or well above the subject averages for similar schools at grades A\* to C.
- Almost all of the year 12 pupils return to the school for post-16 study. The retention of pupils between year 13 and 14 is notably high. The proportion of pupils progressing to higher education courses is significantly high and well above the NI average.

The ETI was unable to evaluate:

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

## **6. Quality of provision**

- At key stage 3, the pupils have access to a broad, balanced and flexible curriculum which has an appropriate focus on the integration of literacy, numeracy and information and communication technology (ICT).
- At key stage 4, the pupils have access to courses in which they attain and progress well. The school's participation in the Foyle Area Learning Community (ALC) has supported improvement work in whole-school areas such as the provision for special educational needs. However, the school's requirement that pupils take a minimum of three post-16 courses from the school's internal offer limits the uptake of the programmes available through the ALC, which should be reviewed. The pupils report that they would like greater flexibility in the curriculum in terms of subject choices to provide more fully for their interests and career aspirations. The pupils, particularly at post-16, have access to a wide range of enrichment activities which are valued by them.

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 and assessment in promoting learning;
- the quality of provision in English, literacy, 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 comprehensive school development plan is informed to good effect by extensive consultation and a regular, well-focused review process. It details a range of well-considered priorities for school improvement.
- The senior leadership team accords a high priority to leadership capacity building in particular at middle management level where it provides both in-house courses and ready access to pertinent, external training.
- The school tracks systematically and monitors the progress of individual pupils. A reliable baseline for each pupil, is established on entry to the school, which is built upon as the pupil progresses; this also informs the target-setting process for individual pupils across the subjects. Pastoral and academic data is used to good effect to identify pupils at risk of underachievement and those who would benefit from additional stretch and challenge, to inform interventions, monitor their impact and ensure pupils achieve to their full potential.
- Through a range of collated data sources, middle leaders are kept well-informed about the outcomes attained by the pupils in their areas of responsibility, along with appropriate benchmarks. The accountability arrangements at department level have been enhanced and, although at an early stage, progress is being made in strengthening the self-evaluation process, including a sharper analysis and use of the available data by middle leaders, which is appropriate.
- Based on the evidence presented at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance being evaluated. The governors exhibit a wide range of experience and expertise and the progress and well-being of the pupils are to the fore of their thinking. They provide high levels of support and appropriate challenge and can demonstrate how their decision making has contributed to improvements in the pastoral and academic life of the pupils.
- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. The pupils reported that they feel safe and secure in school. They know what to do and who 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;
- the effectiveness of senior 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 SIMS<sup>2</sup> and verified with the ETI, the table below compares the percentage of year 12 pupils in Lumen Christi College achieving seven or more GCSE's (A\* to C) and equivalent subjects, and the percentage of pupils entitled to free school meals with the NI average for selective schools in the same free school meals band<sup>3</sup>.

<b>GCSE and GCSE equivalent subjects - *following permitted exclusions</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
*Percentage of Year 12 taking GCSE & Equivalents in at least 7 subjects	100	100	100
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects	100	100	99.2
<a href="#">The NI average for similar schools in the same free school meals category</a>	93.1	94.1	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and GCSE Mathematics	100	99.2	99.2
<a href="#">The NI average for similar schools in the same free school meals category</a>	92.2	91.0	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	100	100	100
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)	100	100	100

### 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 Lumen Christi College achieving three or more GCE A levels or equivalent at grades A\* to C, and two or more GCE A levels at grades A\* to E.

<b>GCE A Level or equivalent</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects	100	100	100
Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels	88.5	91.96	82.61
<a href="#">The NI average for similar schools in the same free school meals category</a>	73.9	76.8	N/A

<sup>2</sup> SIMS: School Information Management System

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



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

	<b>2013</b>	<b>2014</b>	<b>2015</b>
Number of pupils in Year 12 cohort	118	119	123

<b>Subject</b>	<b>Number of entries over the three years</b>	<b>School three-year average at A* to B</b>	<b>Northern Ireland three-year average at A* to B</b>
Art & Design	53	100.00	81.3
Art & Design Photography	17	100.00	N/A
Business & Communication Systems	30	100.00	N/A
Biology	165	98.18	78.8
Chemistry	165	96.97	83.9
Design and Technology	121	95.87	79.2
English Language	360	93.61	82.3
English Literature	344	92.73	82.3
French	155	83.87	67.9
Geography	131	92.37	77.7
History	220	96.36	78.4
Home Economics	39	97.44	84.5
Information Technology	157	100.00	85.2
Irish	59	98.31	79.6
Mathematics	360	94.17	76.4
Mathematics Further	179	91.62	83.3
Music	70	97.14	87.7
Physics	165	96.36	82.7
Religious Studies	357	91.88	77.6
Science Double Award	390	93.08	72.0
Spanish	179	89.94	73.6
Sport (PE) Studies	48	95.83	78.6

## OTHER EXAMINATION RESULTS: KEY STAGE 4

Level 2	2013-14	2014-15	2015-16	Total entry over 3 years
	% A* - C	% A* - C	% A* - C	
BTEC Engineering	100	100	100	52

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

	2013	2014	2015
Number of pupils in Year 14 cohort	113	112	115

Subject	Number of entries over the past three years	School three-year average at A* to C	Northern Ireland three-year average at A* to C
Art & Design	21	100.00	90.6
Biology	140	96.43	83.3
Business Studies	61	100.00	82.7
Chemistry	109	97.25	86.1
D&T: product design	37	89.19	67.1
English Literature	40	95.00	83.7
Geography	48	100.00	84.6
History	90	100.00	84.9
Information Technology	99	91.92	79.6
Mathematics	155	95.48	87.7
Music	33	100.00	86.7
Physics	85	90.59	80.3
Psychology	49	73.47	72.6
Religious Studies	56	98.21	88.7
Spanish	27	100.00	92.4
Engineering*	**	100.00	73.7
French*	18	83.33	89.8
German*	**	100.00	89.0
Irish*	10	100.00	95.6
Logic(Philosophy)*	**	100.00	0.0
Mathematics Further*	14	100.00	93.9
Polish*	**	100.00	85.3
Politics*	**	100.00	88.5
Sport (PE) Studies*	**	100.00	68.3

\* indicates fewer than 20 entries over 3 years

\*\* indicates fewer than 5 entries over 3 years

### 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 Lumen Christi College from year 12 to year 13 and then from year 13 to year 14, compared with the NI average for 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	88.5	95.79
% Yr 13 staying on to Yr 14	91.3	97.47

### 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 Lumen Christi College who leave school to enter further education, work-based learning, higher education or employment, or are seeking employment compared with the average for selective schools.

	NI	School	Level 2 (No.)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	9204	119			
Employment	4.8%	0.8%			
Institute of Further Education	21.5%	8.4%		7	4
Institute of Higher Education	69.5%	90.8%			108
Work-based Learning (Training)	1.8%	0			
Unemployed	1.1%	0			
Unknown	1.3%	0			

### 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 a good range of school policies and other documents which were made available, held formal discussions with the principal, senior leaders, school council and with groups of pupils across the key stages.

The arrangements for this inspection included the opportunity for: all parents, teaching and support staff to complete a confidential questionnaire; and the governors to complete the governance proforma and formally meet with the representatives of the inspection team.

## 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.

**Accommodation/health and safety**

- There is insufficient accommodation and provision for PE, art, music, technology and drama.
- There is no lift/stair lift to enable disabled pupils and staff to access the ICT or business suites.
- The circulation space for pupils to access the locker area is cramped and limited.

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