Education and Training Inspectorate
POST-PRIMARY INSPECTION
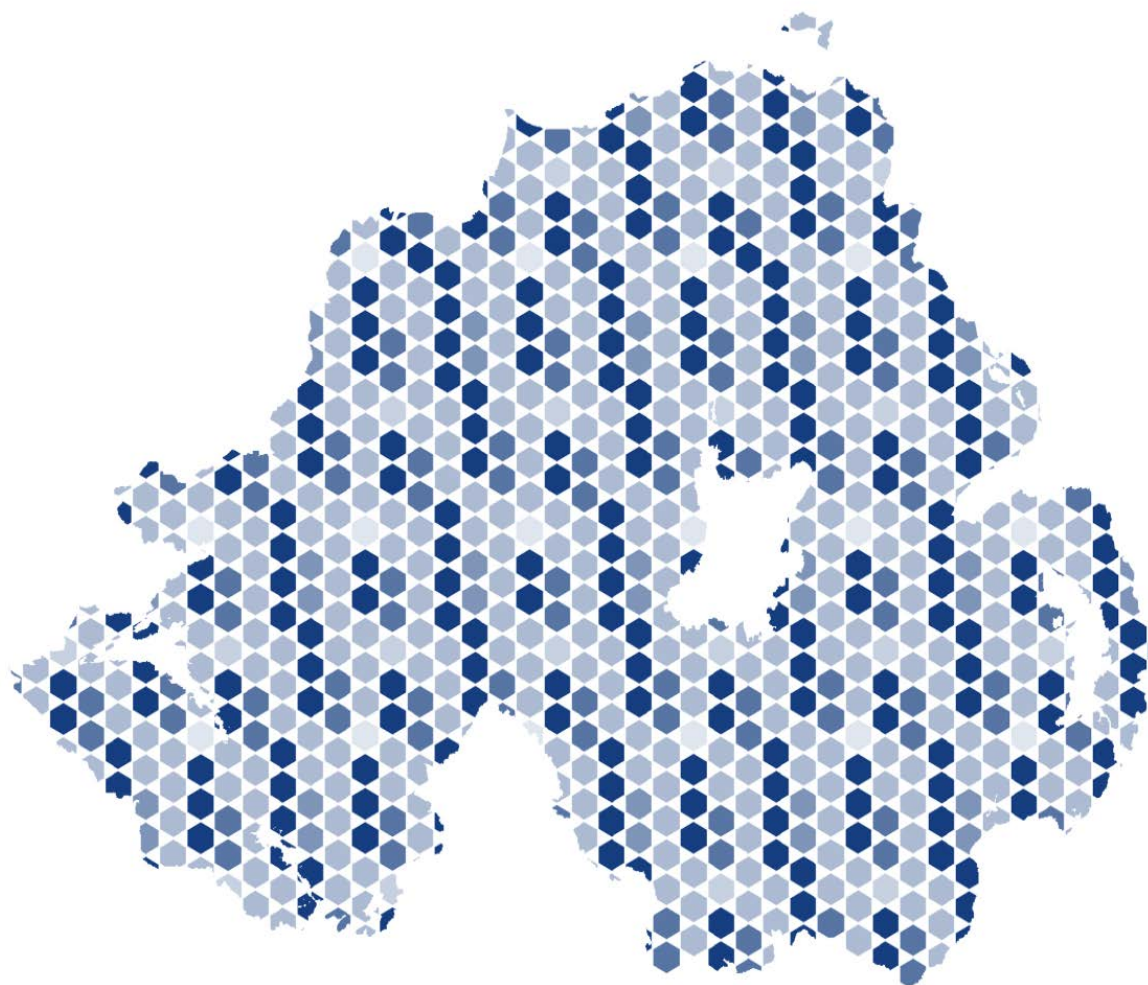
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The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER SERVICE EXCELLENCE

CSE

CONTENTS

Appendices

1.   Context

Lurgan College is only one of two 14-19 selective grammar schools in Northern Ireland (NI) which forms part of the Craigavon two-tier system. The school draws almost all of its pupils from Lurgan Junior High; pupils transfer at the end of Key Stage (KS) 3. The school is an active member of the Area Learning Partnership and is involved in a Shared Education partnership with a local maintained post-primary school.

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 the senior leadership team would be co-operating with the inspection. The ETI has 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.

School	2015-16	2016-17	2017-18	2018-19
Year 11 Intake	115	116	122	118
Enrolment	455	451	455	448
% Attendance (NI Average)	95.7% (95.6%)	94.0% (95.5%)	92.1% (N/A)	93.2 (N/A)
FSME Percentage[1]	8.4% (38)	9.1% (41)	11.0% (50)	10.0% (45)
% and (Number) of pupils on SEN register	4.0% (18)	5.1% (23)	6.4% (29)	6.7% (30)
No. of pupils with statements of educational need in the mainstream school	*	*	*	5
No. of newcomers	0	6	17	6

Source: data as verified by the school.
* fewer than 5
N/A not available

2.   Pupils', parents' and staff questionnaire responses

Twenty-five percent (112) of the pupils across the two key stages responded to the online questionnaire. Overall, the responses were positive about their experience of the school, with the pupils recognising how the school encourages them to set their own goals, lets them know how to improve their work and promotes the enjoyment of learning. Over one-fifth of the pupils responding provided written comments, sharing their views of school life and their learning experiences, as well as their appreciation for the staff.

A small number of parents (25) and a majority of the staff responded to the online questionnaires. Almost all of the responses to the parental questionnaire were positive about the life and work of the school, highlighting, for example, the dedication and commitment of the staff and leadership who are perceived by these parents as going 'above and beyond' in the interests of the pupils. The staff responses also registered high satisfaction with the school, citing, for example, the familial and community spirit, and feeling valued by the leadership of the school.

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

The small number of matters raised in the questionnaires were discussed with the principal and representatives of the governors.

3. Focus of the inspection

In order to promote improvement in the interest 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.

In addition to the focus on English/literacy and mathematics/numeracy, there was a supplementary subject focus on history in this inspection.

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 provision in English and literacy, mathematics and numeracy, and history; and

- the quality and impact of the provision for care, welfare and support of the pupils.

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

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 engaged in an articulate, mature and personable manner. They are developing independence and leadership skills arising from opportunities such as mentoring, membership of the school council and extra-curricular activities.

- Outcomes at all headline measures[2] for both GCSE and post-16 improved from below to in line with from 2016 to 2017; they dipped in 2018.

- The outcomes attained by the pupils in a majority of the individual subjects at GCSE level at grades A*-B[3] are in line with or above the corresponding NI subject averages over the last three years, with a significant minority being well below. Appropriately, a whole school priority is addressing the variation in pupil performance in subjects at grades A*-B at GCSE.

- Nearly all of the pupils with free school meal entitlement attain five or more A*-C grades at GCSE level or equivalent including English and mathematics; most attain seven or more at this level.

- At post-16, over the last three years, most of the individual subjects[4] are in line with or above their respective NI average.

- Where there are gaps in the attainment of boys and girls at GCSE grades A*-B and A-Level grades A*-C, they are in line with the school's internal standardised data. The senior leadership team has prioritised addressing further the attainment of boys.

- The small number of pupils who require additional support in aspects of their learning achieve well at both GCSE and post-16.

- Over the last three years, a number of pupils have been among the top performing candidates in NI at GCSE and GCE in subjects including Art and Design, Learning for Life and Work (LLW) and Sports Science.

- Of those pupils who return to the school for post-16 study, the retention of pupils between years 13 and 14 is above the NI average. Almost all of the pupils progress to higher education courses.

The ETI was unable to evaluate fully:

- the standards attained by the pupils in English and literacy, mathematics and numeracy, and history;

- the progression made by the pupils in their learning; and

- the pupils' wider skills and dispositions.

6. **Quality of provision**

- The curriculum is broad, balanced and responsive to pupil need; in recent years this has led to appropriate modifications to the offer at KS4. At post-16 there has been the introduction of a small number of applied subjects through collaboration with the local further education college. School leavers' destinations are tracked and monitored to inform the school of both subject and cohort attainment, aligned to eventual career destinations.

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[2] In the same free school (FSM) meal band for seven or more A* to C grades at GCSE level or equivalent and including English and mathematics; and three or more A-Levels or equivalent at grades A*-C.
[3] In those subjects for which there are corresponding NI subject averages.
[4] In those subjects for which there are corresponding NI subject averages.

- The provision for careers education, information, advice and guidance (CEIAG) at KS4 is delivered through the employability aspect of GCSE LLW. There is discrete provision at post-16. Across the key stages, the CEIAG is enhanced through a coherently planned programme of stakeholder events and presentations. Pupils benefit from a work experience programme in year 13 and supplementary opportunities in year 14, which are matched well to their aspirations. In discussion with inspectors, year 14 pupils articulated a clear knowledge and understanding of a range of options and possible pathways that are available to them.

- The school knows well its individual cohorts of pupils; quantitative and qualitative data informs identification by the Learning Guidance Team of pupils at risk of not attaining due to a variety of barriers to learning. Well-targeted pastoral and academic interventions are implemented, with clear evidence of the impact for individual pupils, enabling them to secure positive outcomes and progression.

- The personal and social development of the pupils is afforded a high priority by the school and the taught programme is comprehensive, wide-ranging and age- and stage-appropriate. The provision is flexible and responsive to both the local context and contemporary issues; it is complemented very well by input from the pupils and the judicious use of guest speakers and external agencies.

- A particular strength of the school is the arrangements for engaging with, and responding to, the pupils' ideas and opinions. The pupils are involved in the school's decision-making process through, for example, their review of key school policies and their input into initiatives to promote pupil health and well-being. The pupils' ideas have led to a number of tangible improvements to aspects of school life including canteen provision and timetabling.

- The pupils who met with members of the inspection team were clearly appreciative of many aspects of the life and work of the school, including the high level of support they receive in their studies from the staff. They reported that the transition and induction arrangements help them settle into school life and the house system promotes collegiality and a strong sense of community. The pupils who have experienced learning through the shared education partnership arrangements reported positively on their experiences and the benefits for them and for the wider community.

The ETI was unable to evaluate fully:

- the impact of the curriculum;

- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;

- the effectiveness and impact of planning, teaching and assessment in promoting learning;

- the quality or overall impact of the CEIAG provision;

- the quality of provision in English and literacy, mathematics and numeracy, and history across the school; and

- the impact of care and welfare on teaching, learning and outcomes for pupils.

7.   Leadership and management

- The senior leadership team (SLT) is distributive, cohesive and collaborative. They have clearly defined roles and responsibilities and work strategically to address very effectively the pastoral and academic needs of the pupils. A high priority is accorded to leadership capacity building at all levels through the professional development of staff, including the opportunity for middle leaders to join the SLT on a cyclical basis. They lead by example, including at staff development.

- The school development planning process is informed by robust self-evaluation, a purposeful use of qualitative and quantitative data, and meaningful and extensive consultation which embraces all stakeholders including pupils and parents. The accountability arrangements at subject department level include self-evaluations that reflect clearly and align with the key priorities in the school development plan, in particular improving further the outcomes for the pupils through combined literacy and information and communication technology initiatives. The continuing focus on pedagogy is informed by evidence based research.

- 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 being evaluated. They combine a wide set of complementary skills which are applied well to challenge and support the strategic direction of the school. They recognise and are proactive in addressing the mental health and social needs of the pupils. The progress of the pupils is to the fore of their thinking and they can demonstrate how their decision making has contributed to improvements in the pastoral and academic life of the pupils.

The ETI was unable to evaluate fully:

- the effectiveness and impact of senior leadership;

- the effectiveness and impact of middle leadership; and

- the effectiveness of action to promote and sustain improvement.

8.   Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding pupils reflect broadly the guidance from the Department of Education. 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. In discussions with the inspectors, the pupils reported that they feel safe and are aware of what to do if they have any concerns about their safety or well-being.

CONCLUSION

9. 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, and the wider school community and stakeholders of the quality of education being provided for the pupils. This will be reflected in future inspection activity.

Health and safety/accommodation

The school has raised the need, with the relevant authorities, for an updated security system; this work now needs to proceed as a matter of urgency.

The current provision for the canteen and physical education does not meet the needs of the pupils.

Examination performance and other statistical data

GCSE and equivalent examination results from 2015-16 to 2017-18

Based on data held by the school in SIMS[5] and verified with the ETI, the table below compares the percentage of year 12 pupils in Lurgan College achieving seven or more GCSE examinations and equivalent at grades A* to C and the percentage of pupils entitled to free school meals, with the NI average for selective schools in the same free school meals band[6].

The table also includes the percentage of year 12 pupils in Lurgan College achieving seven or more GCSE examinations and equivalent, including English and mathematics at grades A* to B. In this instance, there is no NI average available.

GCSE and GCSE equivalent subjects - *following permitted exclusions	2015-16	2016-17	2017-18
*Percentage of Year 12 taking GCSE & Equivalents in at least 7 subjects	99.1	100	99.1
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects	91.4	95.6	92.9
The NI average for similar schools in the same free school meals band[7]	96.4	95.4	N/A
*Percentage of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and GCSE Mathematics	90.5	93.8	88.5
The NI average for similar schools in the same free school meals band	96.0	94.3	N/A
Percentage of Year 12 obtaining Grades B or above in at least 7 subjects including GCSE English and GCSE Mathematics	55.2	64.6	43.4
Percentage of Year 12 obtaining Grades C or above in at least 5 subjects	97.1	98.2	97.4
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	75	88.2

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[5] SIMS: School Information Management System
[6] See benchmarking data and guidance contained in the annual DE Circulars on: 'School Development Planning and Target-Setting'.
[7] The benchmarking bands for 2015/16, as set in in Circular 2017/8 'School Development Planning and Target-Setting' are different to those used in preceding years; therefore, trend comparisons with previous years' benchmarking data need to be treated with caution.

GCE A level and equivalent examination results at grades A* to C from 2015-16 to 2017-18

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 Lurgan College achieving three or more GCE A levels or equivalent at grades A* to C, compared with the NI average for selective schools in the same free school meals band.

GCE A Level or equivalent	*2015-16*	*2016-17*	*2017-18*
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 subjects	71.4	77.5	73.5
The NI average for similar schools in the same free school meals band[8]	77.7	79.2	N/A

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

(The three year average is expressed as a percentage of the pupils entered)

	2015-16	**2016-17**	**2017-18**
Number of pupils in Year 12 cohort	105	113	113

GCSE Subject or equivalent	Number of Entries	School A* to B%	NI A* to B%
Art & Design	26	**100**	78.2
Biology	260	**70.4**	82.2
BTEC Health & Social Care	22	**68.2**	N/A
Business Studies	65	**75.4**	69.2
Chemistry	196	**74.0**	85.3
Computer Science	29	**74.1**	70.6
Design & Technology	46	**60.9**	74.9
English Language	331	**72.2**	80.3
English Literature	284	**82.7**	80.0
French	184	**51.1**	65.2
Geography	197	**65.5**	73.5
German	73	**39.7**	62.0
History	97	**85.6**	77.4
Home Economics	91	**80.2**	84.1
ICT	88	**93.2**	82.4
Journalism	44	**18.2**	59.3
Mathematics	331	**72.8**	73.2
Mathematics (Further)	72	**86.1**	86.0
Music	30	**90.0**	88.0
Physics	127	**76.4**	84.4
LLW	329	**89.7**	70.3
Religious Studies	302	**81.1**	79.2
Russian	1	**100**	N/A
Spanish	49	**73.5**	72.7
Sport (PE)	55	**69.1**	73.9

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[8] The benchmarking bands for 2015/16, as set in in Circular 2017/8 'School Development Planning and Target-Setting' are different to those used in preceding years; therefore, trend comparisons with previous years' benchmarking data need to be treated with caution.

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

(The three year average is expressed as a percentage of the pupils entered)

	2015-16	2016-17	2017-18
Number of pupils in Year 14 cohort	105	111	102

GCE Subject or equivalent	Number of Entries	School A* to C%	NI A* to C%
Art & Design	18	100	94.7
Biology	58	81.0	82.7
BTEC Extended Diploma in IT	7	100	N/A
BTEC Extended Diploma in Engineering	12	91.7	N/A
BTEC Sports Studies	1	100	N/A
Business Studies	109	89.0	91.0
Chemistry	44	90.9	88.5
Design & Technology	26	73.1	N/A
English Literature	55	89.1	84.6
French	11	100	90.8
Geography	75	81.3	87.4
German	9	77.8	N/A
Health & Social Care	85	91.8	86.8
History	42	85.7	84.4
Home Economics	47	89.4	89.9
ICT	54	64.8	77.1
Mathematics	54	92.6	88.6
Music	10	60.0	87.7
Physics	23	82.6	81.9
Polish	1	100	N/A
Politics	46	80.4	88.4
Psychology	31	90.3	70.0
Religious Studies	60	95.0	88.8
Spanish	8	100	92.6
Sport (PE)	33	78.8	77.8
Travel & Tourism	48	93.8	78.9

Staying on rate[9] 2017/18

Based on data held by the school and verified with the ETI, the table below shows the percentage of the pupils who stay on at school compared with the NI average for all schools and for the most recent year for which data is available.

	NI Average	School
% Yr 12 staying on to Yr 13	85.3	82.8
% Yr 13 staying on to Yr 14	88.0	94.4

Leavers' Destinations[10] 2016/17

Based on data held by the school and verified with the ETI, the table below shows the percentage of all of the pupils from this school who leave school to enter employment, further education, higher education, and training or are seeking employment compared with the average for grammar schools and for the most recent year for which data is available.

	NI No.(%)	School No.(%)	NI Yr12 (%)	School Yr12 (%)	NI Yr13 (%)	School Yr13 (%)	NI Yr14 (%)	School Yr14 (%)	Level 3 (No.)	Level 4 (No.)
Total Number of Leavers	9727	130		17		*		111		
Employment	445 (4.6%)	5 (3.8%)	4.8%		10.7%		4.1%	5 (4.5%)		
Institute of Further Education	1967 (20.2%)	21 (16.2%)	81.5%	17 (100%)	76.3%	*	7.2%	*	19	*
Institute of Higher Education[11]	6870 (70.6%)	100 (76.9%)	*		*		86.0%	100 (90.1%)		100
Training[12]	237 (2.4%)	1 (0.8%)	9.9%		5.6%		1.1%	*		
Unemployment	104 (1.1%)	2 (1.5%)	1.2%		2.6%		1.0%	*		
Others	104 (1.1%)	1 (0.8%)	#		#		0.7%	*		

Source for NI data: Destination of School Leavers by year group, 2016/17 - GRAMMAR SCHOOLS[13]
- *fewer than 5 cases
- # figures suppressed

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[9] The percentage of pupils who stay on at school compared with the Northern Ireland average for all schools, this rate is calculated in terms of pupils who progress their level of study, whether at their original or a new school. Pupils that move schools between years are counted as 'staying on' at their original school as they are progressing their study within the school system.
[10] Destination is defined by Institution. Institutions may provide courses at both Further and Higher Education levels.
[11] Includes universities and teacher training colleges.
[12] Numbers entering training include those entering the Training for Success programme, operated by the Department for the Economy. Training on Training for Success is delivered by a range of training providers, including Further Education Colleges. Training for Success trainees who receive training at Further Education Colleges are recorded as being in training and not in Further Education. This convention avoids double counting of Training for Success trainees.
[13] Excludes special and independent schools.

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 reviewed documentation, data and held formal discussions with some pupils (in groups), and some staff with specific responsibilities.

The arrangements for this inspection included: a meeting with representatives from the governors; formal discussions with some pupils (in groups), and some staff with specific responsibilities; review of documentation and data; and the opportunity for all pupils, parents, teaching and support staff to complete a confidential questionnaire.

Reporting terms used by the Education and Training Inspectorate (ETI)

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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management[14]:

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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impact positively enough on learning, teaching and outcomes for learners

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[14] And the overall provision in a subject area or unit, as applicable.

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.