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*The Education and Training Inspectorate -
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**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

**Lisneal College
Londonderry**

December 2013

FOLLOW-UP TO THE INSPECTION OF LISNEAL COLLEGE, LONDONDERRY, BT45 7FQ (221-0306)

The Education and Training Inspectorate (ETI) carried out a standard inspection of Lisneal College in March 2010 when the quality of education provision was evaluated as inadequate. The school entered the formal intervention process on 11 March 2010.

A follow-up inspection (FUI) was conducted in September 2011, which reported further improvements, however, the provision continued to be evaluated as inadequate. A second FUI took place in November 2012 when the provision was evaluated as satisfactory.

A third FUI was conducted in December 2013 which has evaluated the provision as good.

The following changes which affect the work of the school have taken place:

- there have been six staff changes at senior level, including the appointment of a new vice-principal, and three posts at middle management level;
- the roles of seven other middle management posts and of all of the form tutors and year heads posts have been renegotiated;
- at the same time, the overall teaching staff has reduced by seventeen teachers; and
- as a result of the development of the highly effective use of the school's own internal data, and thorough tracking of pupils' progress both individually and collectively, the school is now able to demonstrate that a majority of the pupils make expected or better progress across key stage (KS) 3 and KS4. For example, there has been an increase in the percentage of pupils reaching the expected level at GCSE by 20 percentage points when compared with those attaining at the expected level on entry to the school (from 48% to 68%).

The most important improvements, which demonstrate considerable progress made by the school on a number of important fronts, including some significant improvements in standards, since the time of the original inspection, are that:

- most of the pupils now demonstrate more interest in their learning, and work with a greater maturity;
- there is a greater sense of order in classes and in other areas of the school;
- the proportion of pupils attaining five or more GCSEs at grades A*-C increased significantly from 36% to 68%, which is 10 percentage points above the Northern Ireland average for similar non-selective schools;
- the percentage of pupils who attained five or more GCSEs, including English and mathematics, at grades A*-C have risen from 21% to 25% although these results are 6 percentage points below the Northern Ireland (NI) average for similar non-selective schools;
- a majority of the individual subjects at GCSE continue to demonstrate an improving trend, including GCSE mathematics, which has risen to 58%, which is 12 percentage points above the average for all non-selective schools, and GCSE science which remains outstanding at 97%;

- the proportion of pupils attaining three or more GCE A levels at grades A*-C increased significantly from 26% to 44% which is in line with the Northern Ireland average for similar non-selective schools;
- the strategic leadership of the school has improved significantly, providing a clearer sense of purpose, direction, improvement and means of accountability both at whole school and subject levels;
- the school has effected a distribution of roles and responsibilities which has helped establish a much more positive working environment, with open lines of communication and appropriate challenge and support existing between middle and senior leadership;
- available data is being used well to identify pupils at risk, set individual targets, and monitor their progress, helping also to inform better planning for learning and the design of the curriculum;
- the outcome of rigorous self-evaluation provides a clear direction which is continuing to improve aspects of teaching and learning and to raise standards;
- the school has established procedures which facilitate the sharing of good practice, both in leadership and in teaching, which are reflected in the quality of teaching and learning observed during the FUI, which was always good or very good; and
- the school has developed a much broader, appropriate range of qualifications at KS4 and post-16, resulting in higher levels of success in the vocational subjects being offered.

In the areas inspected in the original inspection, considerable progress has been made and the overall quality of education is now good. The follow-up inspection has identified the need to continue to raise standards in English as an area for improvement. The school is demonstrating the capacity to effect improvement by building on the success and achievements in other core subject areas, for example, mathematics and science, through an action plan to support the newly-appointed head of English, focused on raising standards at GCSE.

The Education and Training Inspectorate will continue to monitor progress in addressing this area.

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