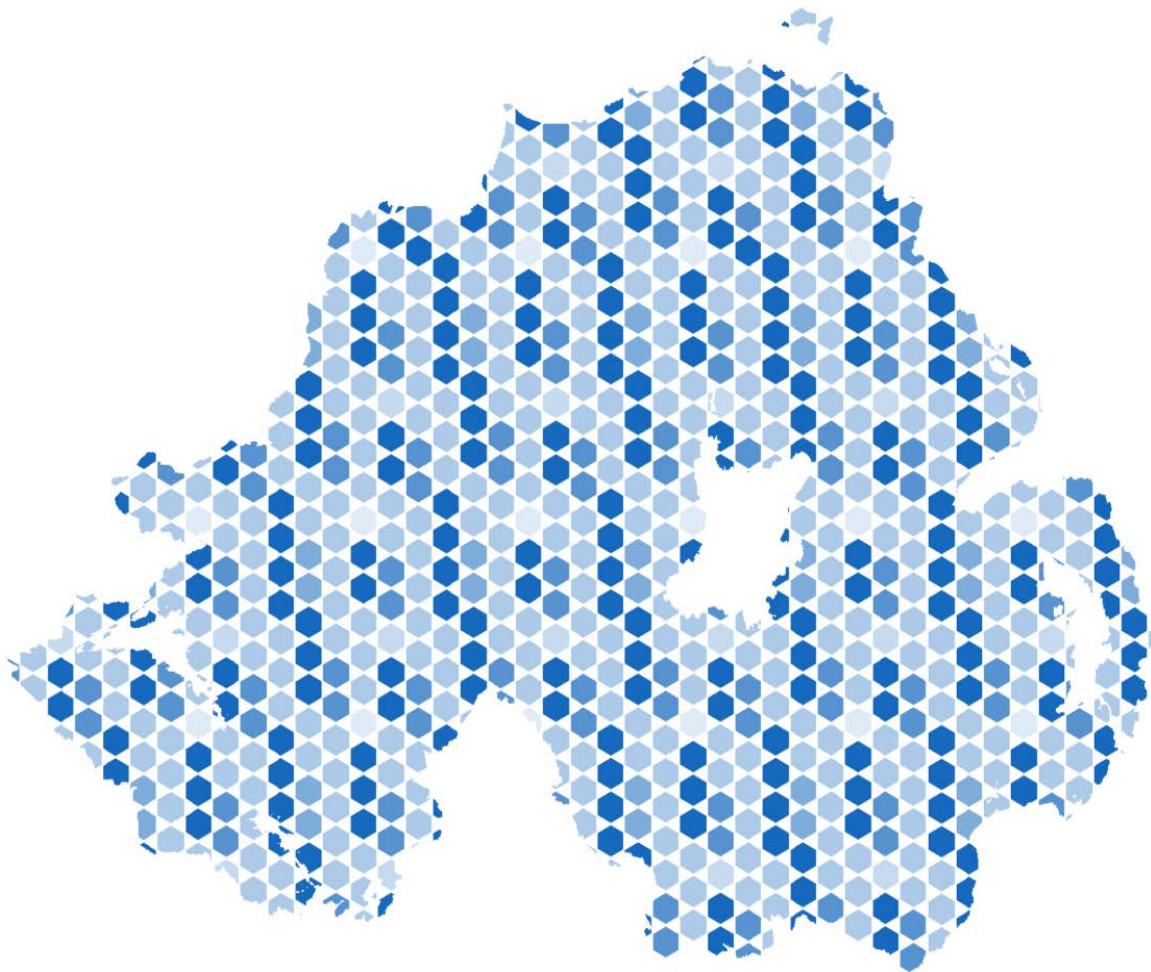


# SPECIAL INSPECTION



Education and Training  
Inspectorate

Glencraig Curative School,  
Holywood, Co Down

Report of an Inspection in  
January 2014

## 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 in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

# Contents

<b>Section</b>	<b>Page</b>
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	1
4. Overall finding	2
5. Achievements and standards	2
6. Provision	2
7. Leadership and management	3
8. Conclusion	4
Appendix	

## 1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of special schools, which were applied to this inspection, are available in the Education and Training Inspectorate's (ETI) publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-special.htm>.

Inspectors observed teaching and learning, scrutinised documentation and the pupils' written work and held formal and informal discussions with pupils, teachers and staff with specific responsibilities.

The arrangements for this inspection included a meeting with representatives from the board of management.

## 2. Context

Glencraig School is a special independent school situated in Holywood, County Down, within the Camphill community and estate. The pupils enrolled come from four Education and Library Boards. There are currently 23 pupils aged from 10 to 18 years, including 16 pupils who reside in the Camphill community and seven who attend on a daily basis. The pupils are taught in three composite classes or on individual programmes. Glencraig has a teacher co-ordinator, five class teachers and an additional four specialist subject teachers. In addition, there are 40 co-workers employed to work with the pupils in the school and during break times. All of the pupils have complex and profound or severe social, emotional, behavioural and educational needs. Nearly all of the pupils have been unable to sustain placements in their previous schools. Three of the pupils currently reside in the Iveagh unit at the Royal Victoria Hospital, Belfast.

Glencraig Curative School	2010/11	2011/12	2012/13	2013/14
Enrolment	32	29	21	23
% (No) of children on SEN register	100%	100%	100%	100%
No. of children with statements of educational needs	32	29	21	23
No. of day pupils	14	13	8	7

## 3. Focus of inspection

The inspection focused on:

- the pupils' achievements and standards;
- the quality of provision in the school; and
- the quality of leadership and management.

#### 4. Overall finding

<b>Overall Performance Level</b>	<b>Very good</b>
<b>Achievements and Standards</b>	<b>Very good</b>
<b>Provision</b>	<b>Very good</b>
<b>Leadership and Management</b>	<b>Very good</b>

#### Key findings of the inspection

##### 5. Achievements and standards

- The pupils settle well and engage effectively with their learning as their individual ability allows and as a result of the intensive support provided, the short, purposeful activities and the calm and spacious environment. All of the pupils achieve a range of accredited courses appropriate to their developmental level throughout their time in the school.
- As a result of the carefully chosen and well-paced activities the pupils become more independent as they progress through the school; they become increasingly proficient at completing their school work, life and leisure skills, and making their way between the educational settings on the school site.
- The pupils develop the ability to contribute to the Camphill community and environment through the wide range of educational opportunities provided within the outdoor surroundings.
- The pupils develop gradually positive relationships and appropriate social integration with their peers and with staff through the regular and frequent school and community activities. They develop their ability to co-operate and interact appropriately with other pupils and adults. At times, they participate with enthusiasm in whole class activities.

##### 6. Provision

- The pupils all require intensive and highly individualised support with their living skills, emotional and behavioural development and learning; they have long histories of educational assessments and interventions. Appropriate strategies and good team work are used effectively to meet the highly varied needs of the pupils. The staff complete comprehensive risk assessments and have in place clear strategies to manage the behaviours of the pupils and keep them safe. The school accommodation for individual children requires updating. (Appendix 1)
- The quality of the teaching ranged from good to very good with three quarters of the lessons observed being very good. The teachers are appropriately sensitive to the capabilities, moods and preferences of the pupils thereby ensuring a calm and highly inclusive environment for them. The pupils are provided with a very broad curriculum in which there is a good balance of practical and therapeutic

educational activities. The wide variety of educational experiences on the Glencraig estate including the farm, woods, orchards and beach provide a rich learning environment for the pupils. The support workers collaborate very effectively with the teachers to provide for the individual needs of the children.

- The quality of the planning is very good. The teachers' short-term planning identifies clearly the intended learning for each of the pupils based on their individual interests, skills and abilities. The individual education plans are of a very good quality and used competently to monitor and record the progress of each pupil; skilful evaluations inform appropriately future teaching.
- The annual reports and assessments are very comprehensive and provide detailed and broad evidence of the holistic progress made by the pupils.
- The quality of the arrangements for pastoral care in the school is outstanding. There is a very welcoming, accepting and inclusive ethos with very effective working relationships at all levels throughout the school community. The school has established valuable and inclusive links with the local primary schools, particularly through the well-established Forest School.
- The school gives excellent attention to promoting healthy eating through well-balanced, home produced and cooked meals and through well-planned, regular and frequent physical activity thereby ensuring the pupils adopt healthy lifestyles.

## **7. Leadership and management**

- The teacher co-ordinator provides effective leadership and supports the staff pastorally and professionally with a clear focus on the holistic development of the pupils. There is a well-established collective leadership model; the staff are very effective, knowledgeable and skilled in their specialist areas and assume multiple roles and responsibilities within the school. The school leadership has ensured a strong emphasis on the provision of suitable professional training to meet the pupils' wide range of needs; this has resulted in a high level of consistent and appropriate practice. The school has identified appropriately the need to update and revise all policies to ensure that they are focused more sharply on the changing school population and educational context of the school.
- A culture of self-evaluation has been developed with regular teacher and pupil written reflections on the teaching and learning that informs well future school improvement. There is an effective school development planning process with parents, external agencies, the Camphill community and the board of management involved closely in the setting of priorities for the development of the school.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have confidence in the aspects of management evaluated; the board of management receive and discuss monthly reports on a wide range of aspects of the provision including educational and social progress, pastoral care, finance and future development plans, taking considered decisions on the current issues.

- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In addition, the school uses well the Keeping Safe guidance from the Volunteer Development Agency. An assistant principal social worker is based permanently in the school and provides valuable support and direction to the staff and pupils.

## **8. Conclusion**

In the areas inspected, the quality of education provided by this school is very good. The school is meeting effectively the educational and pastoral needs of the pupils; and has demonstrated its capacity for sustained self-improvement.

### Accommodation

- The temporary mobile classrooms are in need of urgent repairs to the exterior and need to be updated to provide accommodation comparable to that of the training college facility.
- The doors in several of the teaching rooms require vision panels fitted as a matter of urgency.
- The management need to carry out a health and safety audit of the Technology and design manufacturing workshop as a matter of urgency.



© CROWN COPYRIGHT 2014

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: [www.etini.gov.uk](http://www.etini.gov.uk)

