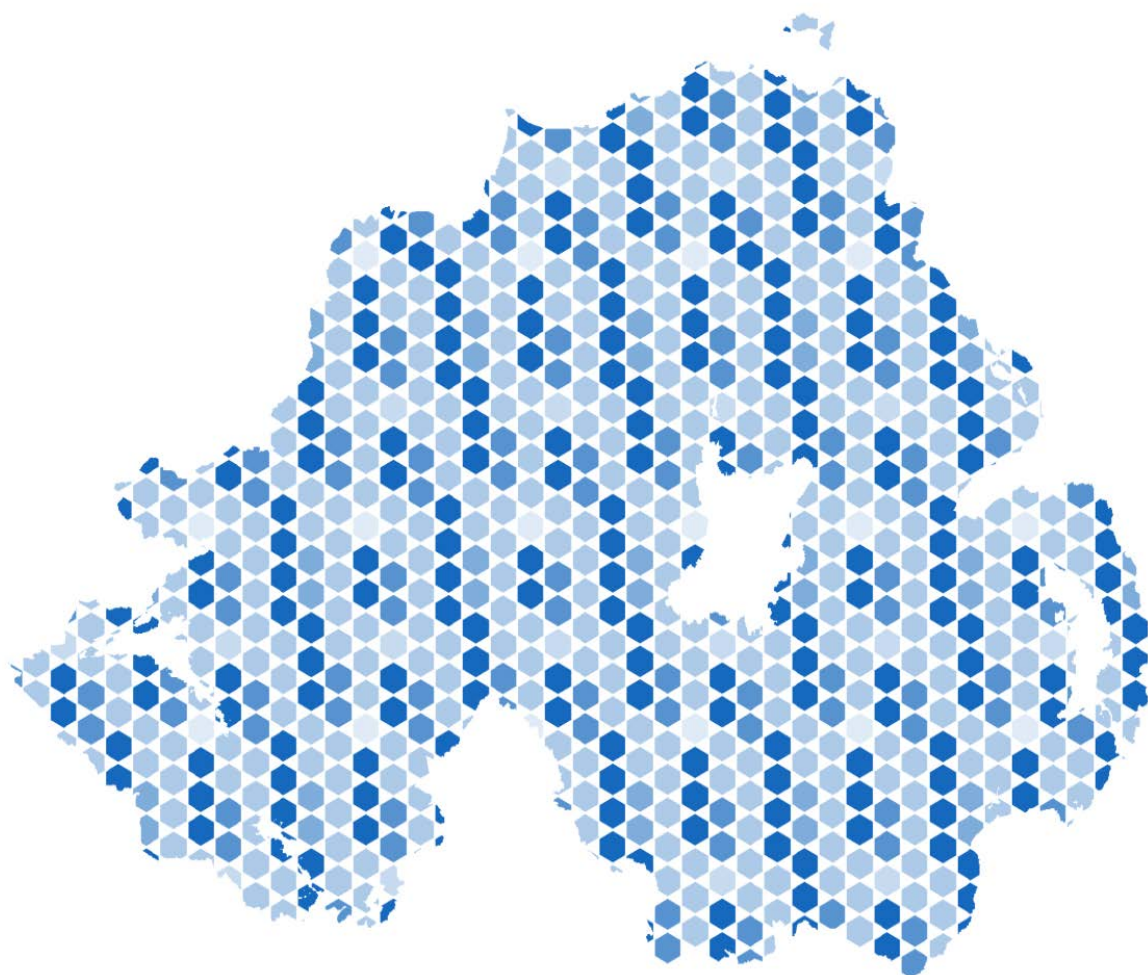


# Education and Training Inspectorate SPECIAL INSPECTION



Parkview School, Lisburn, County Antrim

DE Ref No: 431-6515

Report of an Inspection (Involving Action Short of Strike) in  
January 2020



The Education and Training Inspectorate  
Promoting Improvement

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## **1. Context**

Parkview School is situated on the outskirts of Lisburn. The present school building opened in 1996, and since that time there have been four extensions to the building to accommodate increased pupil enrolment. The pupils, aged three to nineteen, have wide range of severe and complex learning needs, communication, physical and medical difficulties and there is dual-day nursery provision. The school holds the Eco-school Green Flag Award. There was a change to the leadership of the school in November 2019.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute and also workload and other management issues. The industrial action include non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that none of the teachers would be co-operating with the inspection. A member of the leadership co-operated with the inspection in relation to aspects of leadership and along with additional members, co-operated in relation to safeguarding. 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.

## **2. Parents and staff questionnaire responses**

Seven percent of parents and 13% percent of non-teaching staff responded to the online, confidential questionnaire. The responses to the parental questionnaire were wholly positive about all aspects of the life and work of the school. The written comments expressed high levels of satisfaction with the school, in particular, that their children's needs are being met within a supportive, caring environment, their children are happy in school and their strengths are celebrated. Almost all of the responses to the staff questionnaire were positive and highlighted how well the pupils are prepared for the next stage of their learning. The ETI has communicated to the principal and the chair of the board of governors the main findings, and any individual issues arising, from the questionnaires.

## **3. Focus of the inspection**

The inspection focused on:

- the outcomes for pupils; in particular, how the school is addressing individual needs;
- the quality of provision in the school; and
- the quality of leadership and management.

The ETI was unable to evaluate fully:

- the outcomes for pupils; in particular, how the school is addressing individual needs;
- the quality of provision in the school; and
- the quality of leadership and management.

#### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	Unable to assure the quality of education
<b>Outcomes for learners</b>	No performance level available
<b>Quality of provision</b>	No performance level available
<b>Leadership and management</b>	No performance level available

### KEY FINDINGS

#### 5. Outcomes for learners

- During discussions with the inspectors, the pupils reported that they enjoy the wide range of learning and extra-curricular opportunities including information and communication technology, art, music and the weekly Youth Club. They spoke confidently about the opportunities they have to take on roles and responsibilities within their classes and around the school, for example assisting staff within lessons and undertaking recycling duties as part of the Eco School programme. The older pupils spoke enthusiastically about the range of work-experiences available to them, and they expressed their enjoyment of attending classes in the local Further Education college and in local schools.

The ETI was unable to evaluate fully:

- the learning outcomes for the pupils;
- progression in the pupils' learning; and
- the pupils' wider skills and dispositions.

#### 6. Quality of provision

The ETI was unable to evaluate:

- the quality of the curriculum;
- the effectiveness of guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, engagement/teaching/training and assessment in promoting successful learning; and
- care and welfare.

#### 7. Leadership and management

- The current school development plan (SDP) identifies appropriate priorities and action plans are informed by succinct baseline information. The senior leadership have appropriately identified the need to begin the process of consultation for the new three year SDP.

- Based on the evidence available at the time of the inspection the ETI evaluation is that there can be confidence in the aspects of governance evaluated. The board of governors has recently been reconstituted and reflect a wide range of skills and experiences to support the school. They have, in consultation with leadership, prioritised appropriately areas for school improvement, while also building on the strengths of the school.

The ETI was unable to evaluate fully:

- the effectiveness and impact of the strategic and middle leadership;
- the effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process; and
- governance arrangements.

## **8. Safeguarding**

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding pupils reflect broadly the guidance issued by the Department of Education. The pupils report that they feel safe in the school and that they are aware what to do if they have any concerns about their safety or welfare. In particular they have a good awareness of personal safety.

## **9. Overall effectiveness**

Owing to the impact of the action short of strike being taken by the staff, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the children. The school is a high priority for future inspection with no further notice.

**Health and safety/Accommodation**

1. The school has identified a health and safety matter in relation to the surface of the MUGA playing field with the relevant stakeholders.

## APPENDIX B

### Statistical data

Parkview school	2016/17	2017/18	2018/19	2019/20
Enrolment school	180	177	177	187
% Attendance	90.1%	90%	91.3%	90.9%
% FSME <sup>1</sup>	44%	44%	49%	50%
Newcomers	6	8	13	11

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

\* fewer than 5

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

### Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework which guides inspection and self-evaluation within special schools is available on the ETI website [The Inspection and Self-Evaluation Framework \(ISEF\): Special Education | Education Training Inspectorate](#)

The arrangements for this inspection included:

- a meeting with representatives from the governors;
- meetings with leadership and staff with safeguarding responsibilities;
- scrutiny of available documentation;
- meetings with groups of pupils, and
- the opportunity for the 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 ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management<sup>2</sup>:

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.

<sup>2</sup> And the overall provision in a 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 in 12 to 18 months.
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 in 18 to 24 months.

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