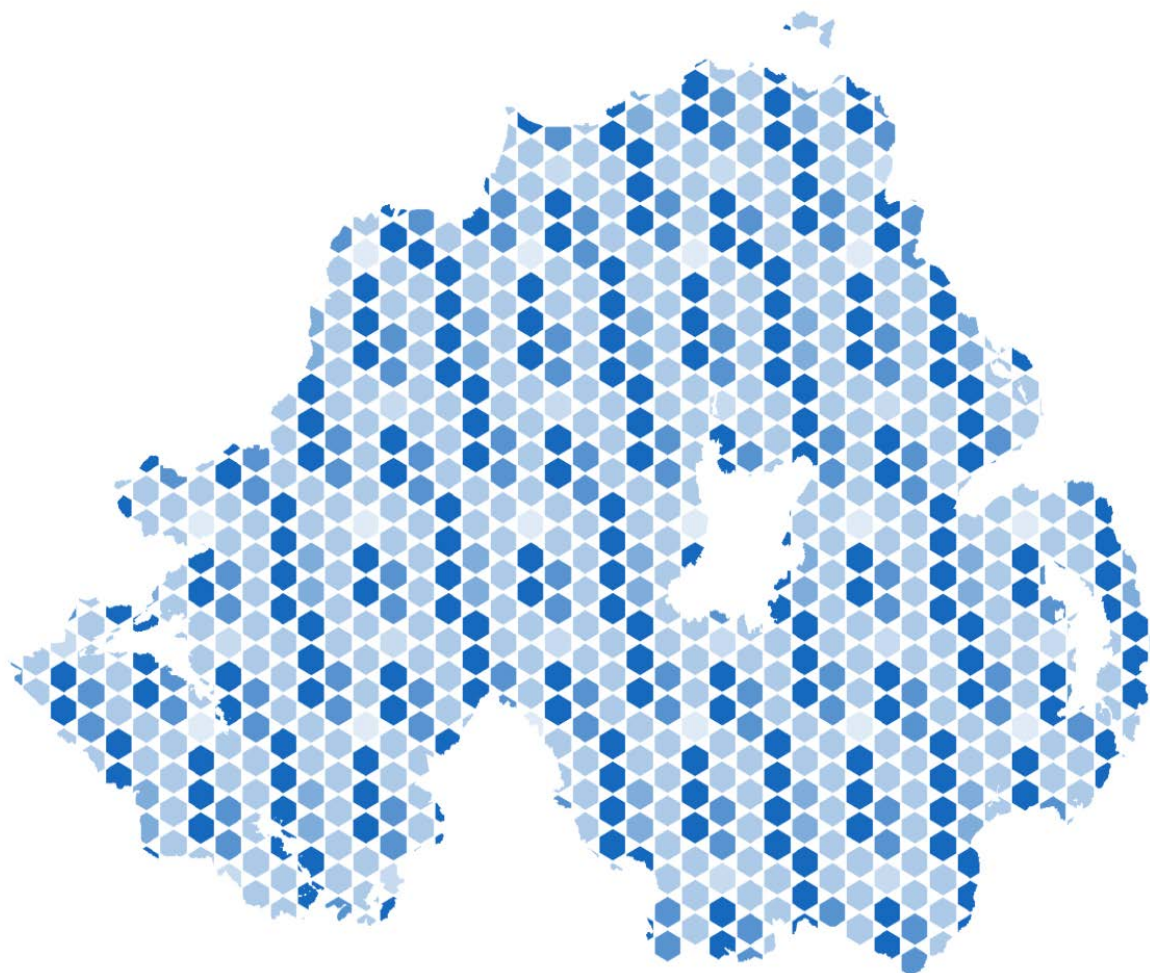


SPECIAL INSPECTION



Education and Training
Inspectorate

Lakewood Special School,
Bangor, County Down

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
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1. Context

Lakewood Special School is part of a purpose built regional secure care facility located in Bangor. The school provides education for up to 16 pupils aged from 11 to 18 years who are resident in the secure children's home as a result of a secure accommodation order. At the time of inspection ten young people were on the school register but not all of them attended school. The pupils come from all parts of Northern Ireland and the majority are Looked after Children. They reside in the adjoining residential home for varying periods of time as a place of safety due to being at risk in the community. They require specialist support and education to help them cope with, and learn to manage, past trauma, social emotional and behavioural difficulties.

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 majority of the teachers would not 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.

2. Views of parents and staff

Due to action short of strike, questionnaires had not been completed.

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.

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

5. Outcomes for learners

The ETI was unable to evaluate:

- outcomes attained by the pupils;
- progression by the pupils in learning; and
- the pupils wider skills and dispositions.

6. Quality of provision

- In discussions with the inspectors a small number of the pupils reported that they enjoy their classes and appreciate the support of their teachers who motivate and encourage them to participate in lessons. The pupils commented positively on the support they received from staff to help them to make progress and engage in subjects and topics that interest them.

The ETI was unable to evaluate the:

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

7. Leadership and management

- The senior leadership has appropriately identified the need to develop strategies to encourage better attendance and engagement of the pupils during their present extended unsettled period in the residential secure care home.
- Extensive consultation has been carried out with pupils, social workers, education staff, care staff and the board of governors in preparation for the new school development plan. The executive summary of the consultation has identified appropriately many strengths of the provision and some areas prioritised for development in the new school development plan.
- It is appropriate that the Education Authority has begun to review the provision and to develop a strategic plan for the sustainability of the provision in order to address more effectively the current and future needs of the pupils.
- During the inspection, the school provided evidence that satisfactory arrangements for safeguarding learners reflect broadly the guidance issued by the Department of Education. Work on the following aspects is underway and needs to be completed:
 - The record of complaints made against staff needs to be recorded annually as an agenda item by the board of governors.
 - The relationships and sexuality education policy needs to be developed and ratified by the board of governors.
- The pupils report that they feel safe in school. They know what to do and who to talk to if they are concerned about their safety and well being. However, owing to action short of strike, the ETI are unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

The ETI are unable to evaluate fully the:

- effectiveness and impact of the school leadership;
- the effectiveness of action to promote and sustain improvement; and
- the effectiveness and impact of the strategic leadership team.

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.

Statistical data

Lakewood school	2013/14	2014/15	2015/16	2016/17
Enrolment school	13	13	14	10
% Attendance	77.5	57.1	51.4	44
% FSME ¹	100%	100%	100%	100%
Newcomers	0	0	0	0

Source: data as held by the school.

* fewer than 5

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

Inspection method 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](#)

Inspectors scrutinised a sample of documentation and held formal and informal discussions with pupils, and few staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with a representative from the governors; and
- meetings with a few pupils.

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 Outcomes for learners, on the Quality of provision and on Leadership and management:

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

Inspection Outcome

The ETI use one of the following inspection outcomes when indicating what will happen after the inspection:

The organisation has a high level of capacity for sustained improvement in the interest of all the learners. ETI will continue to monitor how the organisation sustains improvement.
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners. ETI will continue to monitor how the organisation sustains improvement
The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. ETI will monitor and report on the organisation's progress in addressing the area(s) for improvement which include the need to... There will be a formal follow-up inspection in...
The organisation 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 organisation's progress in addressing the need to... There will be a formal follow-up inspection in...

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