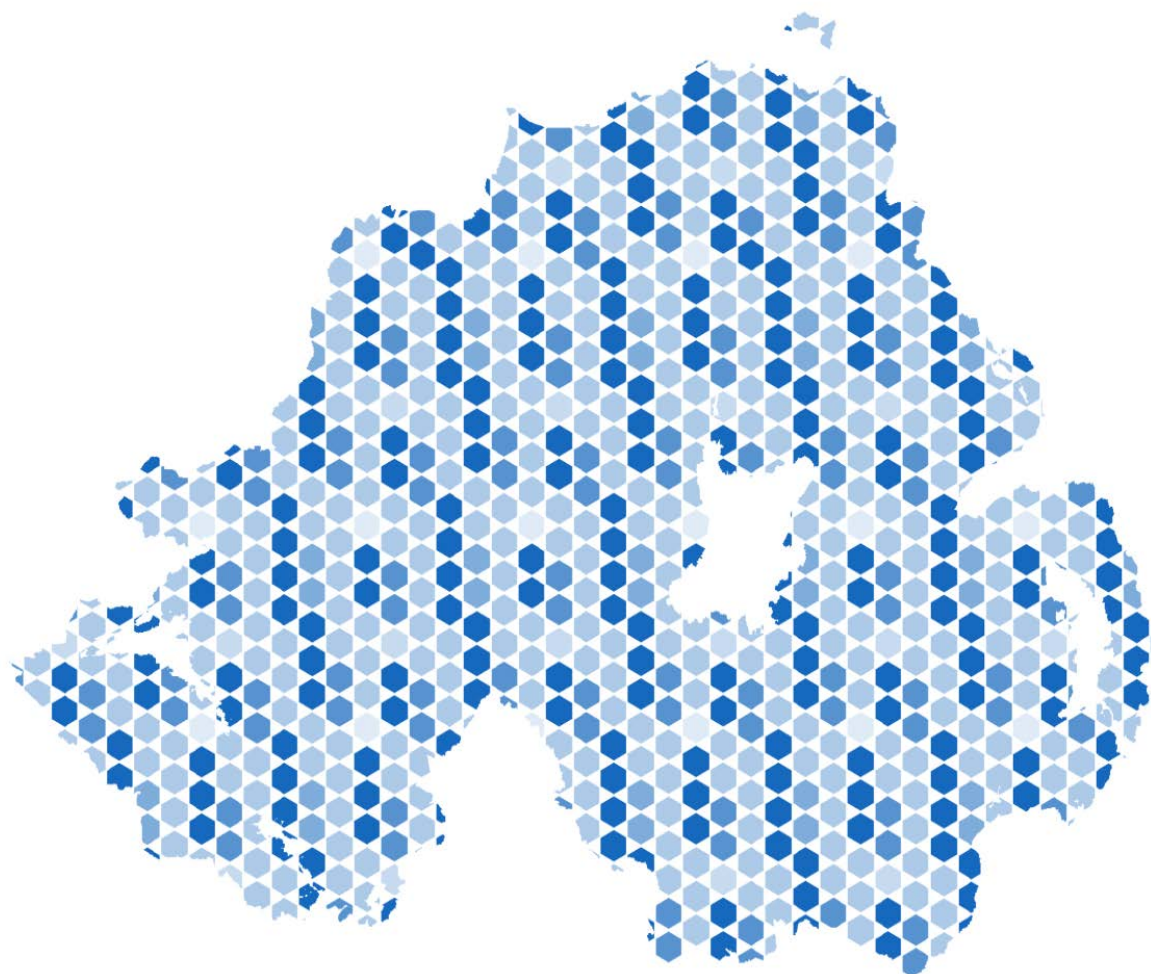


Education and Training Inspectorate

SPECIAL INSPECTION



Lakewood Special School, Bangor, County Down

DE Ref No: 431-6614

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



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 secure care facility located in Bangor. The school provides education for up to 16 pupils aged from 11 to 17 years who are resident in the secure children's home as a result of a secure accommodation order. At the time of the inspection 13 young people were on the school register. The pupils come from all parts of Northern Ireland and all are Looked After Children. They reside in the three adjoining residential homes for varying periods of time as a place of safety due to being at risk in their communities. The pupils require specialist support and education to help them cope with, and learn to manage past trauma, social, emotional and behavioural difficulties.

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. The senior leadership co-operated with the inspection in relation to safeguarding responsibilities. 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/carers and staff questionnaire responses

As a result of the action short of strike, the school did not distribute the confidential, online questionnaire information to staff, parents and carers.

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.

Where it is possible to evaluate aspects of the foci, they have been reported below.

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 ETI was unable to evaluate:

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

6. Quality of provision

- The pupils with whom the inspectors met, spoke very positively about the care and support from the staff which has impacted positively on their learning and the extended range of individualised accreditation available to them. They emphasised how much they enjoy attending the school and participating in learning activities, including the focus on independent living skills.

The ETI was unable to evaluate fully:

- 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 and assessment in promoting successful learning; and
- care and welfare.

7. Leadership and management

The ETI was unable to evaluate:

- 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 from the Department of Education. The pupils report that they feel safe in the school and they are aware of what to do if they have concerns about their safety or welfare.

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 and carers, the wider school community and stakeholders of the quality of education being provided for the pupils. The school is a high priority for future inspection with no further notice.

APPENDIX A

Statistical data

Lakewood School	2016/17	2017/18	2018/19	2019/20
Enrolment school	10	10	12	15
% Attendance	44%	57%	48.9%	50.8%
% FSME ¹	100%	20%	25%	13%

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 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](#)

Inspectors held formal and informal discussions with pupils and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with a representative from the governors;
- a meeting with a senior leader with responsibility for safeguarding;
- scrutiny of available safeguarding documentation; and
- meetings with pupils.

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 management²:

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.

² 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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