



Education and Training
Inspectorate

Drumard KS4 EOTAS

Report of an inspection in
October 2016



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms used by the Education and Training Inspectorate

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 Achievements and standards, on Provision for learning and on Leadership and management:

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

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the organisation.

The organisation has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement.
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the organisation sustains improvement.
The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the organisation's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The organisation needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The ETI will monitor and report on the organisation's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

Contents

Section	Page
1. Inspection method and evidence base	1
2. Focus of inspection	1
3. Context	1
4. Overall findings of the inspection	2
5. Achievements and outcomes	2
6. Provision for learning	3
7. Leadership and management	4
8. Overall effectiveness	5
Appendix	

1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of EOTAS centres, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: [Together Towards Improvement EOTAS | Education and Training Inspectorate](#).

Inspectors observed learning and teaching, scrutinised documentation and the young people's written work and held formal and informal discussions with young people (individually and in groups), teachers and staff with specific responsibilities.

The arrangements for this inspection included a meeting with representatives from the Education Authority (EA) with responsibility for governance and the opportunity for all parents, teaching and support staff to complete a confidential questionnaire.

Fifty-six per cent (5) of the parents or carers responded to the confidential questionnaire and all indicated their high levels of satisfaction with the work of the centre. In particular, they are appreciative of the nurturing relationships the centre staff build with the young people and the positive impact this has on their behaviour, with the young people beginning to manage their emotions and a reduction in the number of incidents of challenging behaviour. They also appreciate the valuable opportunities the young people are given to acquire accreditations. Seventy-five per cent (3) of the staff responded to the questionnaire and indicated strong support for the life and work of the centre.

2. Focus of inspection

In order to promote improvement in the interests of all learners, the purpose of inspection is, through effective linking of internal and external approaches, to:

- evaluate the quality of the provision and the outcomes for the young people;
- evaluate the centre's leadership and management and its capacity to effect and sustain improvement in its provision and outcomes; and
- inform the centre's planning for improvement.

3. Context

Drumard Key Stage 4 EOTAS Centre, is part of the wider EA's Behaviour Support Service's provision for young people with social emotional and behavioural difficulties. The centre is located in the former Drumard Primary School premises in the rural setting of Mid Ulster. The young people who attend the centre travel from a wide surrounding area including Coleraine. They currently attend four and a half days each week and may also attend classes in their own school for part of the week. The centre is managed by a senior teacher with one full-time and one part-time teacher, and a full time youth worker.

Drumard KS4 EOTAS	2013-14	2014-15	2015-16	2016-17
Enrolment	11	12	11	9
% Attendance	60%	75%	78%	-
FSME Percentage ^[1]	73%	56%	59%	88%
Newcomers	*	*	*	*

Source: data as held by the organisation.

* fewer than 5

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and outcomes	Good
Provision for learning	Good
Leadership and management	Good

5. Achievements and outcomes

- Most of the young people attending the centre engage very well in their lessons; they show commitment to their individualised learning pathways and are motivated to achieve accreditation in preparation for future education and career options.
- Almost all of the young people at the time of the inspection were well behaved, courteous and had developed positive working relationships with most members of staff. The young people who are attending the centre for a second year are developing well their confidence, social skills and capacity to manage their emotions.
- The centre's data indicates that almost all of the young people have improved their attendance and have re-engaged with education since attending the centre. During 2015-16, the majority of the young people had attendance of 82% or greater including three with attendance of over 95%.
- The young people study a range of accredited subjects including GCSE mathematics and English. Other courses at level one and two include, Essential Skills Literacy and numeracy; Keyskills information and communication technology (ICT); CCEA Occupational Studies in Design and Creativity and Princes Trust Personal Development and Employability at Level 2. Almost all the young people obtain a qualification in literacy and numeracy by the time they leave the centre. In addition, the majority of young people achieved a GCSE equivalent qualification in ICT.
- In the last academic year, 67% of the young people achieved 4 GCSE equivalent qualifications at grade A*-C including English and mathematics, with one young person achieving 5 A*-C GCSE equivalent grades. The centre's data indicates that almost all of the young people progress to training, further education or employment.

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

- There are a number of effective opportunities, both accredited and non-accredited, for the young people to develop their social skills and empathy for others. For example, some of the young people are working on presentations in relation to homelessness as part of literacy lessons. All of the young people complete a cooking course as part of their independent living and health awareness programme.
- The young people benefit from the opportunity to study a wide range of vocational courses, in the local regional colleges, including: construction; business and services; design and creativity; technology and innovation; and hair and beauty. The young people also attend appropriate work experience placements.

6. Provision for learning

- Almost all of the learning and teaching observed in the centre is good or better; the majority of the lessons observed were very good. In the most effective practice, the lessons are well paced with relevant and interesting activities. There are very effective connected learning opportunities and the young people demonstrate well their consolidation of prior learning across the curriculum. In a small minority of lessons observed, the planning lacked differentiation, the activities were not age appropriate, and low expectations for learning resulted in poor engagement lack of motivation.
- The curriculum offered by the centre focuses well on the core areas of English and mathematics and the long-term planning for both informs staff in delivering a progressive path towards accreditation. Medium and short-term planning does not consistently address differentiation and the assessment of and for learning is underdeveloped.
- The individual education plans outline clearly the young people's strengths and areas for development and includes their input in monitoring and evaluating progress. While there is variation in how concise and measurable the associated targets are, in best practice, they are progressive, achievable and easily tracked. In the less effective practice, in almost a quarter of cases, they cover broad areas of learning, the targets are not measurable and the strategies do not effectively support the young people.
- The current youth work provision does not adequately facilitate support for the young people who can present with complex emotional and behavioural issues; the current monitoring system for the young people's progress and behaviour does not include regular individual mentoring sessions.
- The centre has been very successful in establishing effective links with further education colleges, training agencies and a number of the referring schools. In the best practice, the schools are contributing to the education of their young people by providing opportunities for them to return to school to study on a part time basis. Most schools have begun to participate effectively with the centre in planning the programmes for their young people and to closely monitor and review their progress. However the referring schools do not share essential baseline assessments of young people's needs to enable the staff to quickly plan individual programmes of support. A small number of referring schools do not facilitate opportunities for the young people to return to school for part time study in compliance with the EOTAS guidance issued under Article 86(3) of the Education Order (NI) 1998.

- The highly effective careers programme enables the young people to develop awareness of their skills and attributes, and the career pathways available to them. There are effective careers service links, with all of the young people receiving guidance from a careers advisor from the Department for the Economy.
- Information and communication technology (ICT) to support learning is underdeveloped. In best practice, in a minority of lessons, young people research topics and access information and staff use the facilities appropriately to enhance lessons. The limited resources for ICT results in insufficient provision for learning through digital technology.
- There is a welcoming and supportive ethos in the centre and the young people respond well to the high levels of pastoral care provided. The young people are encouraged to develop holistically in a positive learning environment and they demonstrate growing maturity in their behaviour and attitudes.
- The centre focuses well on encouraging the young people to take responsibility for their personal health and well-being. Healthy breakfasts and breaks are built into the daily programme, and clear guidance is given in well-planned cookery lessons emphasising the importance of nutrition. Good opportunities are provided for the young people to participate in planned physical education offsite, including the development of effective personalised fitness programmes.

7. Leadership and management

- The senior management team is committed to the education and well-being of the young people, and works well to develop very effective working relationships with them, their parents and the centre staff. They are effective in managing the daily running of the centre and enabling the young people to succeed academically and to develop socially and emotionally.
- The senior management are developing very effective partnerships with most referring schools in facilitating the return of their young people to study courses in school on a part time basis. Joint planning to develop programmes to meet the needs of the pupils is developing well.
- The senior management within the EA has developed well-informed area-based foci for development as part of the overall strategic vision for the development of the EOTAS support service. This includes effective co-ordination for key curricular areas including literacy and numeracy. While centre-based action planning is developing well, self-evaluation to promote improvement is under-developed. The centre is appropriately working towards providing education for the minimum stated hours set out in the EOTAS Guidance 2014/24.
- The centre management team recognise the impact of the considerable financial constraints they experience on their ability to promote improvement in the interests of the young people, and they are pro-actively addressing this with the EA. It is important that the budgetary restraints are addressed as a priority to facilitate the purchase of essential assessment resources and to stabilise the current temporary staffing arrangements.

- The centre is governed by the Behaviour Support Service Management Group comprising of officers from the EA. Based on the evidence available at the time of the inspection the parents and staff can have confidence in the aspects of governance evaluated.
- On the basis of the evidence available at the time of the inspection, the centre has satisfactory arrangements in place for safeguarding young people. In discussions with the inspectors, the young people reported that they feel safe while attending the centre and know what to do if they have any concerns about their well-being. These arrangements reflect the guidance issued by the Department of Education. The following areas, however, need to be addressed: to have the information communication technology policy ratified and implemented, including the code of conduct for staff, to include reference to the use of social media; and to formalise and implement a relationships and sexuality policy in accordance with the DE guidance 2015/10.

8. Overall effectiveness

Drumard KS4 EOTAS demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will continue to monitor how the organisation sustains improvement. In particular, the need to:

- develop further the planning, assessment and self-evaluation systems within the centre; and
- review the youth work provision to better meet the social, emotional and behavioural needs of the young people.

Accommodation

1. The centre is located in a very isolated area which has a negative impact on learning and teaching. The young people do not have access to a centre-based mini-bus to enable them to access essential off-site courses, alternative programmes and joint-placements with their schools.

© CROWN COPYRIGHT 2017

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