

EOTAS INSPECTION



Education and Training
Inspectorate

Glenmona Resource Centre,
Belfast

Report of an Inspection
(Involving Action Short of Strike)
in March 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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1. Context

Glenmona Resource Centre is located in West Belfast and provides Education Other Than At School (EOTAS) provision for up to 20 pupils aged 11-18 from local residential care facilities. The centre provides education for pupils with complex and challenging needs all of whom have been referred by the Health and Social Care Trust. The length of stay varies considerably from months to several years. The Council for Catholic Maintained Schools (CCMS) is the managing authority for the centre and an ETI inspection report on the Centre dated [January 2013](#) (page 2) states that “De La Salle College has accepted responsibility for the governance of the provision.” A full-time permanent senior teacher has responsibility as education co-ordinator for the daily management of the centre, with three permanent part-time teachers and two classroom assistants.

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 organisation informed the ETI that none of the teachers would 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

No questionnaires were returned.

3. Focus of the inspection

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

- evaluate the quality of the provision and outcomes for the pupils;
- evaluate the centres leadership and management and its capacity to effect and sustain improvement in its provision and outcomes; and
- inform the centres planning for improvement.

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 fully:

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

6. Quality of provision

Centre planning does not provide for the minimum requirement for all pupils of a standard teaching day of four and a half hours of tuition in two sessions separated by a period of not less than half an hour, as set out in the [EOTAS guidance 2014/24](#).

The pupils do not have access to their full curriculum entitlement. There are no links to the schools in which they are registered to enable them to study part-time at their referring school and broaden their curriculum opportunities.

The ETI was unable to evaluate:

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

7. Leadership and management

During the inspection, the governors of De La Salle College reported that they had concerns about their capacity to provide governance for Glenmona Resource Centre. In discussions with the employing authority, there was a lack of clarity over the governance arrangements of the Centre. The governors were also unaware of their statutory responsibilities with regard to safeguarding arrangements within the Glenmona Resource Centre. Overall, the governance arrangements are ineffective.

The ETI inspection of De La Salle College in [November 2016](#) recognised the complexity of the school's context, and in order to assist the governors to address issues raised in the report, the ETI recommended that the Department of Education exercised its power under Article 14 of the Education (Northern Ireland) Order 1998 to appoint additional voting members, with appropriate experience and expertise, to the Board of Governors.

Taking this context into account, the ETI's evaluation, based on the evidence available at the time of inspection, is that there can be limited confidence in the aspects of governance of Glenmona Resource Centre, which falls under the responsibility of the governors of De La Salle College.

It will be important that the Board of Governors and the Council for Catholic Maintained School (CCMS) act promptly to address and resolve the following issues as a matter of urgency:

- the lack of monitoring and evaluation of the provision and outcomes;
- the failure of oversight relating to safeguarding; and
- the absence of clear management structures including accountability and the roles and responsibilities of post holders.

The ETI was unable to evaluate fully:

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

8. Safeguarding

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children are unsatisfactory. (The Department of Education will seek assurance from the CCMS that they are working with the school in relation to the inspection report.)

The areas which must be improved urgently include:

- the implementation of safeguarding and child protection policies;
- establishing a safeguarding team and ensuring the designated governor for child protection is fully involved and supportive of the work of the safeguarding team;
- reviewing the roles and responsibilities of the safeguarding team to ensure there are clear procedures and accountability structures, which include an annual child protection and safeguarding report to the board of governors;
- addressing the inaccuracies in the Centre's safeguarding proforma and lack of associated evidence; and
- the employing authority (CCMS) to review, clarify and establish governance arrangements for Glenmona Resource Centre.

The small number of pupils with whom the inspectors spoke report that they feel safe in the Centre and that they are aware of what to do if they have any concerns about their safety or welfare. They report positive working relationships with education staff who support and help them with their learning. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the Centre.

9. Overall effectiveness

Owing to the impact of the action short of strike being taken by the Glenmona Resource Centre staff, the ETI is unable to assure parents/carers, the wider community and stakeholders of the quality of education and safeguarding being provided for the pupils.

The organisation is a high priority for future inspection with no further notice.

The ETI will return to the Centre within six weeks to evaluate and report on the arrangements for safeguarding.

Inspection methodology and evidence base

The ETI's [Inspection and Self-Evaluation Framework](#) is available on the ETI website.

The arrangements for this inspection included:

- Inspectors scrutinised limited documentation and held informal discussions with a group of pupils.
- A meeting with the Chair and Vice-Chair of De La Salle College board of governors and a representative of the CCMS with responsibility for management and governance and the opportunity for all parents, referring schools, 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 management⁵:

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 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.

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.

ADDENDUM TO THE REPORT ON THE INSPECTION OF GLENMONA EDUCATION OTHER THAN AT SCHOOL CENTRE IN MAY 2019

SAFEGUARDING

In line with the child protection/safeguarding procedures of the Education and Training Inspectorate (ETI), the ETI returned to Glenmona Resource Centre on 2 May 2019 as a follow-up to the inspection which took place on the 4 March 2019; the purpose of the visit was to ensure that the safeguarding issues, evaluated as unsatisfactory in the inspection, had been addressed.

In the interim period, the centre received support from an officer from the Council for Catholic Maintained Schools (CCMS).

At the time of the follow-up visit, the CCMS confirmed that the governors of De La Salle College had, until 2016, governance responsibility for Glenmona Resource Centre and that since then their responsibility lapsed.

The CCMS further confirmed that the current governors of De La Salle College are now willing to take responsibility for the governance of the centre until renewed discussions with the Education Authority are concluded and new governance and line management arrangements are in place. In the interim, the governors will have oversight, providing robust line management and appropriate support and CCMS will also continue to support the education staff of the centre.

On the basis of the evidence available at the time of inspection and at the follow-up visit, the arrangements for safeguarding pupils remain unsatisfactory. In particular the organisation must address urgently the needs to:

- implement all safeguarding and child protection policies for the centre and ensure that they are ratified promptly by the governors;
- establish a safeguarding team with oversight of the centre and ensure the designated governor for child protection is fully involved and supportive of the work of the safeguarding team;
- review the roles and responsibilities of the safeguarding team to ensure there are clear procedures and accountability structures, which include an annual child protection and safeguarding report, related to the centre, to the board of governors;
- address the inaccuracies in the centre's safeguarding proforma and lack of associated evidence; and
- ensure that the temporary governance arrangements for Glenmona Resource Centre work effectively.

Further action will be considered by the Department of Education.

SECOND ADDENDUM TO THE REPORT ON THE INSPECTION OF GLENMONA EDUCATION OTHER THAN AT SCHOOL (EOTAS) CENTRE IN JUNE 2019

SAFEGUARDING

In line with the child protection/safeguarding procedures of the Education and Training Inspectorate (ETI), the ETI and the Regulations and Quality Improvement Authority inspectors returned to Glenmona Resource Centre on 27 June 2019, at the request of the Department of Education, as a further follow-up to the safeguarding inspections which took place on the 2 May 2019 and 4 March 2019; the purpose of the visit was to ensure that the safeguarding issues, evaluated as unsatisfactory in the inspection, had been addressed.

In the interim period, the centre received support from an officer from the Council for Catholic Maintained Schools (CCMS). The EOTAS leadership reported that an initial meeting took place with the designated governor of De La Salle College on the 25 June 2019.

At the time of the follow-up visit representatives of the CCMS and the governors of De La Salle College were not available to meet inspectors. In addition, the EOTAS leadership reported that the Education Authority have withdrawn financial support for resources within the centre.

The EOTAS leadership reported that the board of governors of De La Salle College met on 26 June 2019 and ratified the pastoral care, critical incident and positive behaviour policies. They further reported that the senior leadership of De La Salle College had requested changes to the child protection policy and therefore the policy was not ratified. The EOTAS leadership reported that the governors were provided with the annual child protection and safeguarding report.

On the basis of the evidence available at the time of the follow-up visit, the arrangements for safeguarding pupils remain unsatisfactory.

Insufficient progress has been made in response to the areas for improvement outlined in the original report. In particular the centre must address urgently the need to:

- implement all the outstanding pastoral care, risk assessment, safeguarding and child protection policies for the centre and ensure that they are all ratified urgently by the governors;
- establish a safeguarding team with oversight of the centre and ensure the designated governor for child protection is fully engaged in the work of the team;
- review the roles and responsibilities of the safeguarding team to bring clarity and certainty to procedures and to the accountability structures, which should include an annual child protection and safeguarding report, related to the centre, to the board of governors;

- address the inaccuracies and the continued lack of associated evidence in the centre's safeguarding proforma which at the time of the follow-up inspection had not been signed by the board of governors or senior leadership; and
- ensure that the temporary governance arrangements for Glenmona Resource Centre are clear and effective.

Furthermore, the Belfast Health and Social Care Trust arrangements for the placement of pupils in Glenmona EOTAS centre do not comply with the Department of Education (DE) guidance [2014/24](#) and require urgent review.

Further action will be considered by the Department of Education.

THIRD ADDENDUM TO THE REPORT ON THE INSPECTION OF GLENMONA EDUCATION OTHER THAN AT SCHOOL (EOTAS) CENTRE IN OCTOBER 2019

SAFEGUARDING

In line with the child protection/safeguarding procedures of the Education and Training Inspectorate (ETI), the ETI returned to Glenmona Resource Centre on 10 October 2019 as a further follow-up to the inspection which took place on 4 March 2019 and the safeguarding follow-up inspections which took place on the 2 May and 27 June 2019. The purpose of the visit was to ensure that the safeguarding issues, evaluated as unsatisfactory in the original inspection, had been addressed.

In the interim, the centre received support from officers from the Council for Catholic Maintained Schools (CCMS), the Child Protection Support Service and the School Development Service of the Education Authority.

At the time of the third follow-up visit, inspectors met with an officer from CCMS, the chair of governors of De La Salle College and the new safeguarding lead teacher for Glenmona from De La Salle College.

The staff of the Resource Centre confirmed that the governors of De La Salle College met on the 2 October 2019 and ratified the policies for: the supervision of volunteers and visitors; the staff code of conduct; relationships and sexuality education; educational visits; drug education; and child protection and safeguarding. The staff report that a short child protection and safeguarding report was given to the board of governors on 2 October and will be a monthly feature of all future meetings.

Progress has also been made in response to the following areas for improvement outlined in the second addendum.

The centre has:

- a safeguarding team with oversight of the centre including a designated governor for child protection who is supportive of the work of the team;
- clarified the roles, responsibilities, accountability and related procedures of the safeguarding team which include an annual child protection and safeguarding report to the board of governors;
- addressed inaccuracies in the centre's safeguarding proforma and provided associated evidence; and
- confirmed that the CCMS and De La Salle governors will retain responsibility for the centre until and unless alternative arrangements are put in place.

On the basis of the evidence available, the revised arrangements now reflect broadly the guidance issued by the Department of Education (DE). Owing to the ongoing action short of strike, the ETI is unable to evaluate fully the outworking of the arrangements for safeguarding in the centre.

However, the arrangements for the placement of pupils in Glenmona EOTAS centre still do not comply with the guidance in DE circular [2014/24](#).

The Belfast Health and Social Care Trust procedure for placing pupils in Glenmona EOTAS should be revised in accordance with DE guidance as a matter of urgency.

Further action will be considered by the Department of Education.

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