

EOTAS INSPECTION



Education and Training
Inspectorate

Limavady EOTAS,
County Londonderry

Report of an inspection in
February 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
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1. Context

Limavady Education Other Than at School (EOTAS) centre is situated in part of the Rossmar School building in Limavady. The centre caters for pupils in key stage 4 with social, emotional and behavioural difficulties. The daily running of the centre is managed by a permanent senior teacher, with a permanent part-time teacher and two temporary part-time teachers. The senior management for EOTAS within the Education Authority (EA) is in transition; there is an advisory officer currently in a temporary management role supporting the centre's senior teacher. The uncertainty over when the teaching posts in the centre will be made permanent by the EA makes the retention of experienced staff difficult and impacts upon the specialist expertise built within the centre.

2. Views of parents and staff

All of the parents, referring schools and all of the staff responded to the questionnaires. All of the parental questionnaires were very positive about the support provided by the centre for their children. The staff questionnaires and those of the referring schools were positive in their responses to the questionnaires and supportive of the management of the centre.

3. Focus of inspection

The inspection focused on:

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

4. Overall findings of the inspection

Overall effectiveness	Address urgently the significant areas for improvement
Outcomes for learners	Requires significant improvement
Quality of provision	Requires significant improvement
Leadership and management	Requires significant improvement

5. Outcomes for learners

- Most of those pupils who were present at the time of inspection were courteous and have developed positive working relationships with the teaching staff. Although the majority of the pupils have improved their attendance since beginning placement in the centre, the centre's data indicates the average attendance of the pupils since September was 58%. Attendance is a significant area for improvement.
- There is a lack of opportunity for the pupils to develop their skills, manage their behaviours, emotions and become resilient. The teachers need to develop further the pupil's skills within a structured programme to enable them to overcome their barriers to learning and become independent and able to learn within different settings.

- The pupils study a range of accredited courses including Essential Skills literacy, numeracy, art and design, and information and communication technology. In the last academic year, all of the year 12 pupils achieved a numeracy qualification and a majority obtained an Essential Skills literacy qualification within the centre. The majority of the pupils attend Occupational Studies vocational courses in hair and beauty, and motor vehicle studies in the North West Regional College.
- A small number of pupils have attended some classes in their school, however the placements were not sustained. The centre's data indicates that all of the pupils leaving the centre last year progressed to training or further education courses, however two-thirds did not complete those courses. Outcomes for all of the pupils is a significant area for improvement.

6. Quality of provision

- The curriculum is insufficiently challenging and too narrow to meet the needs of most of the pupils, almost all of whom would benefit from the opportunity to return to their school part-time to study additional subjects, including GCSE courses. The referring schools do not engage sufficiently with the centre at the initial referral stage, preventing effective joint planning of education programmes for their pupils. Some schools do not provide opportunities for their pupils to return to school for part-time study in accordance with the DE EOTAS Guidance 2014/24¹. The centre does not have a planned therapeutic programme to provide pupils with strategies to manage their emotions and behaviour or to prepare them adequately to return to school successfully.
- The breakfast and break-time sessions are not used effectively enough to develop the social skills and positive dispositions of the pupils. The programme does not motivate or engage the pupils sufficiently which contributes to the pupil's poor attendance.
- The Department for the Economy careers officer visits the centre twice a month to take employability sessions with the pupils. Most of the pupils participate in work experience placements. The use of social and emotional baseline assessments have been introduced for the pupils; the outcomes need to inform more clearly the teacher's planning and strategies for learning. The staff do not meet each morning and evening to review the progress of the pupils and to put in place individual programmes of work to enable them to progress socially, emotionally and academically. The positive behaviour policy has not been fully implemented and there is no structured reward system to encourage good behaviour and engagement and to raise the self-esteem of the young people.
- There was no effective teaching observed. Most of the teaching is provided for the pupils on a one-to-one or small group basis. In the practice seen, planning for learning was inadequate and there was insufficient monitoring of individual pupil progress. The lessons lacked pace and challenge with low expectations and insufficient differentiation. The tasks did not sustain the engagement of the pupils, and were not contextualised or relevant to the pupils. Information and communication technology was not used effectively to support the learning in almost all lessons.

¹ Department of Education (2014) *Guidance for Education Otherwise Than At School* Bangor: Department of Education

- The systems for planning, tracking and monitoring academic progress and behaviour are ineffective. A coherent planning and monitoring system needs to be developed with effective individual education plans a priority. The staff do not review the progress of the pupils nor put in place individual programmes of work to enable them to progress socially, emotionally and academically.
- Based on the evidence available at the time of the inspection, the organisation's approach to the care and welfare of the pupils does not have a positive impact on learning, teaching and outcomes. Whilst the working relationships within the centre are positive, the pupils would benefit from a more robust mentoring programme with more precise and progressive personal targets for their academic progress, their social, emotional and behaviour issues, and with increased expectations by staff throughout the year. Risk management plans for pupils are in place where required, but need further development.

7. Leadership and management

- The senior management need to review the staffing in the centre in order to provide the range of skills and expertise with permanent teachers to provide consistent support to meet the needs of the pupils. The senior teacher manages effectively the daily running of the centre and knows the young people well.
- The development plan for the centre lacks clarity. Management need to develop specific targets and actions, and involve referring schools in the process. In addition, there is a need for all the staff to collaborate regularly to plan and review effectively the pupils' educational, and social and behavioural programmes. The teachers need to self-evaluate daily the learning and behavioural strategies used to inform further planning and the use of resources, and to record the pupil's individual progress.
- The centre is governed by officers from the EA. Based on the evidence available at the time of the inspection the parents and staff can have limited confidence in the aspects of governance evaluated. The EA should consider how to facilitate greater involvement of the local community, the referring schools and the parents in supporting the work of the centre with representation on a local governance group for the centre.

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 organisation and that they are aware what to do if they have any concerns about their safety or welfare.

9. Overall effectiveness

Limavady EOTAS needs to address urgently the significant areas for improvement in the interest of all the learners. It requires external support to do so.

The areas for improvement are the need to:

- develop significantly the quality of learning and teaching, with robust systems to monitor the effectiveness of planning, teaching and learning, and pupil progression;
- put in place an effective therapeutic programme to address fully the needs of the pupils; and
- develop the education provision so that it motivates, challenges and engages pupils and more effectively meets their needs and improves their attendance.

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 in 18 to 24 months.

Health and Safety and Accommodation

1. The toilet for the pupils is unsuitable and requires urgent remedial action to ensure there are modern separate male and female facilities of an acceptable standard for all pupils.
2. Management should ensure that only qualified Technology and Design or Art and Design teachers who have attended and successfully completed relevant health and safety courses teach those subjects. Risk assessments should be completed for all craft activities when relevant.

Statistical data

LIMAVADY EOTAS	2015-16	2016-17	2017-18
Enrolment	8	11	6
Enrolment outreach	N/A	N/A	N/A
% Attendance	72%	64%	58%
% FSME ²	63%	69%	83%

Source: data as held by the organisation.
N/A not available

² The term 'FSME Percentage' refers to the percentage of young people entitled to free school meals.

Inspection methodology and evidence base

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

Inspectors observed learning and teaching, scrutinised documentation and the pupils' written work and held formal and informal discussions with the pupils (individually and in a group), teachers and staff with specific responsibilities.

The arrangements for this inspection included a meeting with a governance representative and the opportunity for all parents, referring schools, teaching and support staff to complete a confidential questionnaire.

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 outcomes, 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.

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