



Education and Training  
Inspectorate

Shanmullagh, Ballinamallard,  
County Fermanagh

Report of an inspection in  
November 2017



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



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## 1. Context

Shanmullagh is an Education Other Than at School (EOTAS) centre situated outside Ballinamallard approximately six miles from Enniskillen town. The centre caters mainly for pupils of key stage (KS) 3 and 4 with social, emotional and behavioural difficulties. The centre has three distinct groups of pupils, those receiving individual tuition, those having group tuition, and those with medical conditions who cannot attend school. The centre is in a former primary school, and is well maintained.

## 2. Views of parents and staff

Eighty per cent of parents (eight) and all of the staff (six) responded to the questionnaires. The parents who responded to the questionnaires were very positive about the support provided by the centre for their children. Issues concerning resources were discussed with the senior leaders.

## 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

<b>Overall effectiveness</b>	Important areas for improvement
<b>Outcomes for learners</b>	Important areas for improvement
<b>Quality of provision</b>	Important areas for improvement
<b>Leadership and management</b>	Important areas for improvement

## 5. Outcomes for learners

- While most of the pupils achieve qualifications in literacy and numeracy, the pupils do not have the opportunity to study a wide range of subjects matched to their needs and interests, or the opportunity to study a wider range of subjects at GCSE level. In the last cohort, all of the pupils obtained a qualification in literacy and numeracy by the time they left the centre with one pupil achieving key skills in Information and Communication Technology at Level 2. During 2016-17 the centre's data indicates that most of the pupils improved their attendance significantly since attending the centre, with the majority achieving attendance of 82% or greater and a minority achieving attendance of over 90%.
- While almost all of the pupils have re-engaged with education within the centre and are making progress in numeracy and literacy in relation to their baseline attainment, over the last three years none of the pupils have re-integrated into their mainstream school. The centre's data indicates that all of the pupils, where appropriate, progress to training, further education or employment. The centre's tracking of the pupils' progress shows good levels of retention during the next stage of their learning or employment.

- Almost all of the pupils at the time of the inspection were well behaved, courteous and had developed positive working relationships with, and respect for the staff and engage well in their lessons. The pupils are developing well their confidence, social skills and capacity to manage their emotions. In discussions, the pupils were articulate and supportive of one another in their engagement with inspectors.

## 6. Quality of provision

- The curriculum provides appropriately for English, mathematics and information and communication technology (ICT), however the mobile ICT resources are limited and this restricts, at times, the pupils' motivation and opportunities to extend their learning. In addition, some of the pupils benefit from, for example, BTEC home economics, certificate of personal effectiveness, preparation for adult learning, and short courses to interest and engage them. The curriculum is insufficiently challenging at times for some pupils and too narrow to meet the needs of the KS4 pupils who would benefit from the opportunity to return to their school part-time to study additional subjects, including GCSE courses. The lack of easily accessible transport curtails opportunities for the centre staff from providing educational outings, or access to sporting facilities in Enniskillen. For almost all the pupils, the centre does not provide the minimum curriculum as stated in the Department of Education (DE) guidance 2014/24.
- The centre provides regular individual and group sessions of personal and social education, valued and used well by pupils to develop and enhance their life skills, confidence and self-esteem. The breakfast and break-time sessions are not used effectively enough to develop the social skills and positive dispositions of the pupils. The pupils have personal targets for engagement and behaviour, and would benefit further from more progressive targets and increased expectations by staff throughout the year.
- The pupils are encouraged to have career aspirations and to research the skills, attributes and qualifications required, a careers officer provides support to the pupils twice each year. The current model for the KS3 pupils attending the centre is inadequate, this needs to be reviewed with a focus on re-integrating the pupils into their own schools, within a set timeframe. The KS4 pupils do not participate in work experience. A small number of pupils attend the South Western Regional College each week for occupational studies; there needs to be better engagement of the pupils in appropriate courses.
- The use of social and emotional baseline assessments have been introduced for the pupils and the outcomes inform well the teacher's planning. 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, and the schools do not provide opportunities for their pupils to return to school for part-time study in accordance with the DE EOTAS Guidance 2014/24<sup>1</sup>. The teaching observed was highly effective, re-engaging the pupils well in learning. The centre staff are not effectively supported by the educational psychology service to plan, implement and assess the effectiveness of programmes to address the numerous and complex needs of the pupils. The systems developed for tracking and monitoring attendance, academic progress, behaviour and pupil destinations are effective. The centre staff provide a useful mentoring system to support the emotional development of the pupils.

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

- Based on the evidence available at the time of the inspection, the organisation's approach to the care and welfare of the pupils impacts positively on learning, teaching and outcomes. The working relationships within the centre are very positive. Risk management plans for pupils are in place where required. The EA does not provide the free schools meals service to the centre.

## **7. Leadership and management**

- The senior management for EOTAS within the EA is in transition and there is an advisory officer currently in a temporary management role supporting the centre's senior teacher. The senior management within the EA need to develop and share a strategic vision for the overall EOTAS provision and review the Shanmullagh current model for KS3 and 4, to ensure the needs of the pupils are addressed fully with a clear focus on re-integration for those with the capacity to do so, with support from staff where needed. The centre does not meet the minimum requirements as set out in the DE EOTAS Guidance 2014/24 regarding the hours of attendance and curriculum entitlement at KS3 and 4.
- The senior teacher manages effectively the daily running of the centre and is highly committed to the well-being and education of the pupils. She has developed a centre development plan in collaboration with staff with priorities for improvement, however there is a need to review the plan to ensure that pupil hours of attendance, re-integration into mainstream schools and the development of a suitable curriculum are addressed.
- The staff collaborate regularly and effectively for planning and reviewing the pupils' educational programmes. The teachers use their self-evaluations of the learning and behavioural strategies well to inform further planning and the use of resources.
- 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. There is a need to ensure that the curriculum and the provision complies with all aspects of the DE EOTAS Guidance 2014/24.

## **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 of what to do if they have any concerns about their safety or welfare. However, the centre needs to update the necessary training to ensure there is a designated teacher within the centre at all times and review policies as identified.

## **9. Overall effectiveness**

Shanmullagh needs to address important areas for improvement in the interest of all the learners.

The areas for improvement are the need to:

- review the model of provision for KS3 for more effective collaboration with referring schools to effect re-integration of pupils to their schools;

- ensure more effective engagement in vocational courses and provide the pupils with a greater range of subjects through part-time study in their mainstream schools; and
- have higher expectations for the pupils' outcomes and opportunities to study at GCSE level.

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 12 to 18 months.

**Statistical data**

Shanmullagh	2015-16	2016-17	2017-18
Enrolment	5	16	13
Enrolment outreach	N/A	N/A	N/A
% Attendance	57	74	89
% FSME <sup>2</sup>	25	*	13

**Source:** data as held by the organisation.

\* fewer than 5

N/A not available

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<sup>2</sup> 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 young people's written work and held formal and informal discussions with young people (individually and in a group), teachers and staff with specific responsibilities.

The arrangements for this inspection included a meeting with a representative from the governance group and the opportunity for all parents, 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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