



Education and Training  
Inspectorate

Tamnamore EOTAS Centre,  
Dungannon, County Tyrone

Report of an inspection in  
December 2018



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**

Tamnamore Education Other Than At School (EOTAS) centre is situated in a former primary school on the outskirts of Dungannon and children travel to the centre from a wide geographical area. The centre is part of the Education Authority (EA) EOTAS provision for children from key stage (KS) 1 and 2 with complex and social, emotional and behavioural difficulties and, in very exceptional circumstances, for KS 3 pupils. At the time of the inspection up to 20 children attend the centre weekly on a part-time basis, with the remainder of time spent in their own school, for a cycle of support of up to 12 weeks duration depending on need and progress. After an initial period of assessment, the placement is reviewed with a focus on re-integration. The centre is managed by an EA Adviser and a senior teacher and there are three teachers, a behaviour intervention officer, five classroom assistants, an administrator and a building supervisor.

## **2. Views of parents and staff**

Sixty-nine per cent, (eleven) of the parents or carers responded to the confidential questionnaire and indicated very high levels of satisfaction with the work of the centre. In particular, the parents and carers highlighted their appreciation of the staff who develop nurturing relationships with the children, attend to their holistic development and progress and provide clear and helpful communication and advice. All twelve staff, including four teachers, responded to the questionnaire and indicated very strong support for the management of the centre, its caring ethos and the high quality relationships. Almost two-thirds (9) of the referring schools responded to the questionnaires and expressed their appreciation of the role of the centre in providing for their children and teaching them to manage their learning and behaviour more effectively. A small number of issues were discussed with management and the EA officers responsible for governance.

## **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 children;
- 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.

## **4. Overall findings of the inspection**

<b>Overall effectiveness</b>	<b>High level of capacity for sustained improvement</b>
<b>Outcomes for learners</b>	Outstanding
<b>Quality of provision</b>	Outstanding
<b>Leadership and management</b>	Outstanding

## **5. Outcomes for learners**

- Despite their challenging circumstances, the majority of children improve their attendance and re-engage with their learning. The centre's data indicates that, in the last three months, almost three quarters of the children have attendance of over 90%, with almost half having attendance of 100%.
- In the past three years, the centre's records indicate that most of the children are achieving well in literacy and numeracy, despite their significant and complex social, emotional and behavioural difficulties. Last year almost all of the children improved in their reading ability.
- Fifty-six children over the past two years benefitted from support within the centre and thirty six children profited from outreach support. Just over half of the children receiving centre support and almost 90% of the children receiving outreach support were able to maintain their school placement.
- Of the 2016-2017 cohort of children, half successfully re-integrated back to their school on a full-time basis and maintained their school place, with half returning to the centre for a further term's support.
- All of the children learn to interact very confidently and respectfully with staff and visitors to the centre. They engage positively with the stimulating and practical learning activities and participate fully in a good range of play, therapeutic and sports activities. The children are developing very good self-management skills and independence and respond enthusiastically to the staff's high expectations of their behaviour and school work.

## **6. Quality of provision**

- The meal times are used effectively to develop the social skills and the positive dispositions of the children, who are making excellent progress in learning to self-regulate and work with others. There are appropriate opportunities for the children to take on areas of responsibility such as preparing food, setting/clearing the table and cooking, which is also used appropriately as an opportunity to teach them about healthy eating.
- The broad, well-balanced and creative curriculum prioritises a wide range of highly effective therapeutic programmes, and quality opportunities to develop the children's emotional wellbeing, enabling them to regulate their behaviour in a supportive and safe environment.
- The non-teaching staff are highly effective in leading high quality therapeutic learning experiences for the children in relation to their area of expertise such as yoga, mindfulness, sensory circuits and circle time.
- Most of the referring schools provide individualised literacy and numeracy planning for their children and maintain close liaison with the centre. However, there are inconsistencies in the quality, frequency and the appropriateness of the planning provided by these schools and in the frequency of their liaison with the centre.
- A wide range of diagnostic and baseline assessments are completed with each child before and after interventions, to demonstrate individual progress. It is

important that assessments are used and documented explicitly to demonstrate more robustly the effectiveness of the strategies and interventions within the planning and individual behavioural plans.

- The centre does not have access to a dedicated educational psychology service for the centre to support children and staff. The lack of educational psychology expertise and advice may delay the assessment of children with complex needs and implementation of intervention strategies.
- All of the teaching observed was highly effective; almost all of the lessons were outstanding. The lessons were stimulating with a focus on active learning and the activities were based on the needs and interest of all of the children, which engaged them purposefully.
- The centre is developing expertise in using the C2k system and should ensure that the children's attendance is recorded and shared openly with the referring schools every week. The schools should also record their children's attendance each week.
- All of the staff are committed fully to providing the highest quality care and education for the children. There is an effective synergy between the classroom assistants and the teachers. All staff are sensitive, nurturing and highly affirmative in their approach to working with the children; they know the children very well and pay meticulous attention to addressing their holistic needs. The staff have developed a welcoming and very purposeful learning environment which enables the children to access a wide range of engaging activities.
- All staff are highly effective in understanding the behaviours and needs of the children and are highly innovative in finding strategies and methods to address their often complex and multiple needs.
- In the more effective practice, the daily diaries are used well by the school and parents to communicate relevant information regarding the success of the shared strategies and the progress of the children. The referring schools complete a record of the child's behaviour at school that is used effectively by the centre staff to plan support strategies or celebrate success. The reward system is used effectively within the centre to motivate the children and celebrate their achievements.
- The centre gives excellent attention to healthy eating and physical and emotional wellbeing, through for example, the provision of fruit snacks and regular outdoor play and exercise, such as 'the golden mile' where children can run for a mile around the grounds. The children use the vegetable garden produce within their cookery lessons.
- The centre has achieved amber flag status from the Pieta House<sup>1</sup> for promoting positive mental health and level two in school gardening from the Royal Horticultural Society.
- Based on the evidence available at the time of the inspection, the centre's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes.

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<sup>1</sup> <https://www.pieta.ie/>

## **7. Leadership and management**

- A distributive leadership approach is used effectively by the management of the centre to empower staff with individual expertise to lead on particular aspects of the centre's provision. The management have developed a culture and ethos of nurture and support for children and staff which is underpinned by strong working relationships and high quality care. While the centre development plan outlines appropriate areas for development and demonstrates reflective self-evaluation based on the needs of the children, further refinement is required to clarify time-scales, and lead personnel for each action plan.
- 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 confidence in the aspects of governance evaluated. The EA should consider how to facilitate greater involvement of local referring schools, community representatives and parents in supporting the work of the centre with representation on a local governance group.

## **8. Safeguarding**

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflects the guidance from the Department of Education.

The children 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.

## **9. Overall effectiveness**

Tamnamore EOTAS has a high level of capacity for sustained improvement in the interest of all the learners.

The ETI will continue to monitor how the school sustains improvement.

**Health and safety/accommodation**

1. The centre building has a secure entry and exit system but there is no means for visitors to indicate their presence at the main gate. An effective system for office staff to monitor the main gate is required as a matter of urgency.

## APPENDIX B

### Examination performance and other statistical data

Tamnamore EOTAS	2015-16	2016-17	2017-18	2018-19
Enrolment school	29	29	27	18
% Attendance	94	89.5	85.97	87.72
FSME Percentage <sup>2</sup>	48	55	47.3	53.8
Newcomers	*	*	*	*

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

\* fewer than 5

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<sup>2</sup> 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](#) is available on the ETI website.

The arrangements for this inspection included:

- inspectors observed learning and teaching, scrutinised documentation and the children's' written work and held formal and informal discussions with the children (individually and in a group), teachers and staff with specific responsibilities; and
- a meeting with a representative from the governance group 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 management<sup>3</sup>:

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.

<sup>3</sup> And the overall provision in a subject area or unit, as applicable.

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