



Education and Training
Inspectorate

Tamnamore Learning Centre,
Dungannon, County Tyrone

Report of an Inspection in
February 2016

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 Achievement 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 Education Other Than At School (EOTAS) centres, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: <http://www.etini.gov.uk/together-towards-improvement/together-towards-improvement-post-primary.htm>

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 meetings 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.

Forty per cent (6) 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 welcoming ethos of the centre, the understanding of the staff of the difficulties experienced by their children, and their progress regarding behaviour, attendance and work. All of the eight staff responded to the questionnaire and indicated very strong support for the leadership 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

Tamnamore Learning Centre is situated in a former primary school on the outskirts of Dungannon. The young people travel to the centre from a wide geographical area. It was opened in 2009 to assist schools to provide appropriate education for young people from key stage (KS) 4 with complex and long-standing social, emotional and behavioural difficulties. Since 2013 the centre has provided support mainly for young people from KS 3; exceptions may be made for young people from other KS. At present up to 15 young people attend the centre on a long-term basis as their individual needs demand. The centre provides education on four days each week for five hours a day, and for three hours fifteen minutes on Wednesdays. The young people may attend their own school for part of the week. The centre is staffed by a senior teacher, three teachers, a behavioural assistant, two classroom assistants and a youth worker, with a visiting music teacher for one hour each week. The centre is part of the area EOTAS provision which is managed by a highly experienced part-time adviser, and a newly appointed part-time adviser. The accommodation has been recently refurbished and has a C2k information management system.

Tamnamore Learning Centre	2012-13	2013-14	2014-15	2015-16
Enrolment	11	13	14	15
% Attendance	91	86	84	N/A
FSME Percentage ¹	6	6	*	*

Source: data as held by the organisation.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Achievements and outcomes	Outstanding
Provision for learning	Outstanding
Leadership and management	Outstanding

5. Achievements and outcomes

- Despite their challenging circumstances, the majority of young people have managed to improve their attendance and re-engage with their learning. The centre's data indicates that, in the last three months, approximately one-quarter of the young people have attendance of over 90%.
- The young people achieve well in numeracy and literacy. All of the young people who attend the centre on a regular basis study successfully literacy and numeracy courses accredited by OCR², AQA³, RSA⁴ at entry levels 1, 2 and 3, and ASDAN⁵ Youth Achievement Awards. The centre's internal data indicates that in 2015 almost all of the young people showed improvement in mathematics and English.
- The young people attending the centre engage increasingly well in their lessons; they respond to the supportive, highly individualised learning tasks and as a result develop improved attitudes to learning. There is a wide range of effective personal development opportunities provided through the ASDAN youth achievement awards on relevant topics such as drugs awareness, healthy eating and life-style choices.
- Almost all of the young people at the time of the inspection complied with the rules of the centre and behaved appropriately. They demonstrate growing confidence and develop personal and social skills in the centre with their peers and staff. The young people establish very good relationships with their link teacher, and discuss and explore strategies to manage their emotions and develop independence skills.

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

² OCR Cambridge Progression Award in English and Maths.

³ Assessment and Qualifications Alliance.

⁴ Oxford Cambridge and Accreditation for Sustainable Development and Environment Awards.

⁵ Award Scheme Development and Accreditation Network.

6. Provision for learning

- The staff team have established a warm and accommodating educational environment where the young people are valued and accepted. They have highly positive working relationships with the young people and their parents and carers, encouraging them to re-engage in education and to develop effective strategies to further their self-confidence. The young people benefit from the well-planned and structured breakfast session each morning where they are taught to socialise purposefully and develop positive dispositions towards their peers and staff.
- The quality of the lessons observed ranged from good to outstanding; the majority of the teaching was very good or outstanding. In the most effective lessons, the activities were well-chosen to interest, engage and consolidate the learning of the young people. The staff are a highly effective team who plan collaboratively and share regularly effective learning and behaviour strategies in support of the young people.
- The centre staff carry out effective baseline assessments to identify the strengths and difficulties, emotional well-being and academic ability of the young people, when they begin attendance at the centre. The resulting profile of each young person is used to inform their individual behaviour support plans and education plans. The high quality education plans are devised in consultation with educational psychologists and have clearly focused short-term targets to meet the long-term objectives of the young person's placement in the centre. Further assessments are used during the school year to track the progression of the young people.
- The staff meet at the end of each day to monitor, and review collaboratively, the young people's behaviour, engagement in learning and social interactions; progress is carefully recorded and monitored with updated planning to reflect the changing needs and development of each young person. The staff are skilled in using cognitive behavioural strategies to enable the young people to recognise and understand the causes of their behaviours. The staff teach and support the young people to use a range of effective strategies to relieve their stress and cope with the challenges in their lives; the young people benefit, with gradually increasing success, from this highly therapeutic individual work.
- The centre's programme for literacy and numeracy is effective with well-planned teaching of the skills required by the young people. The young people are supported effectively to transfer their skills across a wide range of contexts in all areas of the curriculum and make good progress towards external accreditation.
- The staff plan and implement effective programmes to develop the thinking skills and personal capabilities of the young people, provide opportunities for them to extend their resilience, positive dispositions and attitudes, and to support them to transition to the next stage of their education. They have opportunities throughout the year to attend careers events and to discuss the skills and qualifications required for employment.

- Information and communication technology (ICT) is used very well to enhance the quality of lessons. The centre is very well resourced with the C2k facility recently installed; this has helped the young people to access the range of programmes available to their peers within the referring schools, including the recent introduction of the Computer Literacy and Information Technology (CLAIT) qualification. The lack of an ICT technician for the EOTAS service impedes the further development of information technology within the centre.
- The quality of the arrangements for pastoral care in the centre is outstanding. The young people and their families benefit from the high quality care of the staff team. Each young person has a link teacher to mentor them and keep close contact with their families; this system is effective and helps them to overcome their personal barriers to learning. The young people respond well to the very effective reward system that motivates them, and enables them to take responsibility for their own behaviour and learning. Importantly, the parent or carers, and the mainstream schools receive a monthly report of the young person's attendance, curricular progress and success in meeting their personal targets.
- The centre provides a broad and balanced KS 3 curriculum in collaboration with the referring schools. In the most effective practice, referring schools provide schemes and units of work to enable the young people to maintain appropriate academic progression, and to facilitate the transition process back to school.
- There are effective links with a range of external organisations and support agencies that contribute to, and enhance, the pastoral, social and health education of the young people. Appropriately, the referring schools and parents attend educational planning meetings. In the most effective practice, the young person's educational programme, objectives and targets are agreed, and the school outlines how they can make a contribution to their student's education, including the young people attending their school for short periods, as stated in the Department of Education EOTAS guidance. Approximately one-third of the young people at the centre have visited their schools, a small number have joined in lessons, and there are plans for all of the young people to visit their schools during this academic year.
- The centre staff promote healthy eating consistently with a wide range of healthy foods and drinks available for breakfast, and fruit available throughout the day. There are appropriate opportunities for the young people to cook and learn about healthy eating. The young people make good use of a local gym to encourage physical activities and adopt healthy lifestyles.

7. Leadership and management

- The senior leadership of the centre are highly committed to the social and emotional development of the young people in their care and provide them with a broad range of opportunities to make progress in their education. The centre is managed skilfully and the staff work effectively to ensure a calm and nurturing working environment that meets the needs of all of the young people.

- The centre's senior leadership team has produced a well-focused strategic business plan. They have an appropriately strategic vision for the further development of the centre within the EOTAS provision within the area in accordance with the Department of Education EOTAS guidance. The well-being of the young people is central to all planning for the provision. The EA needs to provide further opportunities for the part-time advisers to meet regularly to discuss, share expertise and plan strategically the leadership duties for the centre, and the area EOTAS provision.
- The integration of the EA area EOTAS services enables strategic and highly effective planning to address the specific needs of each year's cohort of young people. The staff team are deployed efficiently according to their expertise, trained to a high standard, and are highly effective in developing individual programmes and strategies to support each young person.
- The centre staff are highly effective in their use of therapeutic methods of working with the young people. The leadership of the centre and the mainstream schools need to agree ways in which effective therapeutic practice could be disseminated to staff in mainstream schools to build their capacity further to address the complex needs of the young people and prevent them from disengaging from learning.
- The centre is governed by the EA and, based on the evidence available at the time of the inspection, the parents and staff can have a high degree of confidence of the aspects of the governance evaluated. The centre is part of the EA EOTAS service and does not have a governing body. The advisory officers with responsibility for governance are very well informed about the centre's provision. The EA may wish to consider how to facilitate the greater involvement of local referring schools, the community and parents in supporting the work of the centre.
- On the basis of the evidence available at the time of the inspection, the centre has comprehensive arrangements in place for safeguarding young people. These arrangements reflect the guidance issued by the Department of Education. 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.

8. Overall Effectiveness

Tamnamore learning centre has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the centre sustains improvement.

Accommodation

1. The skylight in the roof to the back of the main building is in a poor state of repair and is open to the elements. There is a slate dislodged from the roof that could fall and pose a risk to young people or staff and requires urgent remedial attention.

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