



Education and Training
Inspectorate

The EDIT Programme,
Londonderry

Report of an Inspection in
January 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
Appendices	

1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of 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.

All of the parents responded to the questionnaire and indicated very high levels of satisfaction with the work of the centre. In particular, the parents highlighted their appreciation of the friendly, caring ethos of the centre; the teachers' and youth worker's support; the well-balanced programme of activities, and the progress made by their children regarding attendance, work and self-esteem; however the need for additional hours and days of attendance at the centre school was expressed. All of the teachers and support staff responded to the questionnaire and indicated strong support for the work of the centre; concerns regarding management arrangements were discussed by the ETI with the EA, and, where appropriate, these have been commented on within the report.

2. Focus of 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 the outcomes for the young people;
- evaluate the organisation's leadership and management and its capacity to effect and sustain improvement in its provision and outcomes; and
- inform the organisation's planning for improvement.

3. Context

The Education Intensive Therapy (EDIT) centre is situated in part of a former residential children's home used by the Child and Adolescent Mental Health Service (CAHMS) and owned by the Western Health and Social Care Trust; consequently there are restrictions to the centre's operational hours. The centre was opened in 2012 in the Waterside area of Londonderry to provide education for young people aged from thirteen to sixteen who come from the city and surrounding area. The young people who avail of the CAHMS service cannot attend school at present and require support with social, emotional and anxiety difficulties. The EA provides the teaching staff in the EDIT centre and quality assures the educational provision. The centre provides education on three days each week for four hours a day for up to eight young people who attend for one term or up to two years. The centre is staffed by two permanent part-time teachers, a part-time art teacher, and a part-time youth worker, and is managed off-site by the area EA EOTAS Service. The limited accommodation comprises of three small rooms for teaching, and a large kitchen/dining room.

The EDIT Programme	2012-13	2013-14	2014-15	2015-16
Enrolment	5	5	9	7
% Attendance	86	85	89	N/A
FSME Percentage ¹	*	*	*	*

Source: data as held by the school.

* fewer than 5

N/A not available

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and outcomes	Very good
Provision for learning	Good
Leadership and management	Good

5. Achievements and outcomes

- The young people make very good progress in their attendance. The centre's data indicates that of the last three cohorts of young people who attended the centre more than half achieved over 90 per cent attendance during their time at EDIT.
- The young people make very good progress in mathematics and literacy and are able to transfer their skills to a range of contexts. All of the young people who complete at least a year in the centre achieve GCSE or Essential Skills qualifications in literacy and mathematics, and the xl Prince's Trust Award.
- The young people attending EDIT engage enthusiastically in their lessons, respond to the supportive, highly individualised learning environment and develop very positive attitudes to learning. They are highly motivated to achieve accreditation to support their next educational placements and career aspirations. The behaviour of all of the young people at the time of the inspection was excellent.
- The young people demonstrate growing confidence in using their personal and social skills in the centre with their peers and staff, and when in the local community for badminton, tennis and for fund raising activities.
- The centre monitors and evaluates effectively the progress made by the young people in literacy, numeracy, personal and social development and uses the data well to guide further planning for learning and to inform the young people's parents of their progress and success.
- The young people engage very well with the careers officer and centre staff in preparation for transitioning to the next stage of their education or career. Almost all of the key stage 4 young people have work placements and they talk positively about the further education courses they wish to pursue and achievable routes to their chosen careers.

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

- The centre's data indicates that all of the young people who left the centre last year transitioned effectively to courses in further education and have maintained their placements with regular support from the youth worker.

6. Provision for learning

- All of the staff have highly positive working relationships with the young people and their parents, encourage the young people to re-engage in education and to develop further their self-esteem and confidence. The staff have established a warm and accommodating educational environment where the young people feel valued and accepted. The young people appreciate the 'meet and greet' session each morning where breakfast or snacks are available. Each of the young people have a personal mentor within EDIT and a CAHMS link person, both of whom keep close contact with the young people and their families.
- The twelve hours of attendance over three days a week, restricts significantly the curriculum provision for the young people; it is important that this is addressed in accordance with the Department of Education EOTAS guidance so that more time for learning can be offered, and for the young people to accept and tolerate further the time expectations of mainstream schools, colleges and the work place.
- The quality of the lessons observed ranged from good to outstanding; almost all of the teaching was very good or outstanding. In the most effective lessons the activities were well-chosen to meet the needs and consolidate the learning of the young people. The staff work collaboratively to plan suitable learning programmes for the young people. The teachers' planning is effective; it is highly individualised with comprehensive monitoring and evaluation of learning to inform future planning. It is important that the centre's management consider and discuss with staff the provision of sufficient time for the staff to plan, monitor and evaluate collaboratively the young people's learning.
- The centre's programme for literacy and numeracy is effective with well-planned programmes for the key skills required by the young people to attain external accreditation. Literacy and numeracy are promoted effectively across all areas of the curriculum and the young people are making very good progress towards external accreditation. The young people benefit from the highly therapeutic art sessions, fully participating in their work and in the communication and socialisation opportunities within the sessions.
- The staff have realistically high expectations of the young people and careful consideration is given to their views and aspirations in agreeing both short and long-term personal targets in their individual education plans. The young people's learning targets are monitored regularly and they are supported very well in areas they find difficult. The lack of the C2k facility in the centre prevents the young people from accessing the range of educational programmes available to their peers in mainstream schools. (Appendix 1.)

- The young people engage positively with the well-considered careers programme provided by the careers officer and staff in the centre. The staff have established good working relationships with local businesses to build a range of work placements, and involve the young people in the choice of appropriate opportunities. All of the key stage 4 young people have work placements identified which interest them and most have begun, and are sustaining well, their placements. The young people are prepared effectively for their transition from the EDIT centre and there is a progressive programme for access to vocational education at the local College of Further Education and a local training centre; the college and training centre staff visit the centre to meet and discuss training options with the young people, and visits to the college and training centre have been planned.
- In the most effective practice, the young people's mainstream schools provide appropriate detailed information and assessment data to the centre, and this is used well to inform the young person's individual planning for learning. It is important that the relevant schools maintain appropriate links with their pupils whilst they attend the EDIT centre.
- The quality of the arrangements for pastoral care in the centre is outstanding. The staff provide a safe and welcoming environment, and a caring and supportive ethos permeates all aspects of the work of the centre. The needs and preferences of the young people are addressed in a highly sensitive and effective way within the centre. In discussions with the inspection team, the young people reported that they feel safe in the centre and know who to go to if they have concerns about their safety or welfare. They spoke enthusiastically about the centre, and about the positive impact of their working relationships with the staff.
- The centre consistently promotes healthy eating with fruit available throughout the day, and makes good use of community leisure facilities to support and encourage the young people to adopt healthy lifestyles.

7. Leadership and management

- The leadership of the EDIT centre has reviewed the current management arrangements. It is appropriate that the leadership have planned for a senior teacher to take responsibility for the management of centre along with one other educational facility, and thereby provide more regular opportunities for communication between staff and management. The current accommodation restricts the educational activities available for the young people, and the installation of a C2k information management system. The leadership are planning appropriately to address these limitations.
- The senior management team within the EA have an appropriately strategic overview of the EDIT centre within the area EOTAS provision, and are committed to the well-being of the young people in the EDIT programme. It is important that they address the need to increase the hours and operational days of the EDIT centre to meet the needs of the young people more effectively, and to reflect the guidance issued by the Department of Education.

- The teachers in the centre provide skilled leadership for the curriculum areas in which they have taken responsibility; however there are insufficient opportunities within their part-time hours to address these additional responsibilities. The centre's management need to consider ways in which the highly effective practice for working with the young people within the EDIT centre could be disseminated to teachers in mainstream schools.
- 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 confidence of the aspects of the governance evaluated. The EA staff are well informed about the centre's provision, and of the individual needs of the young people. There is a clear vision for the future direction of the centre within the wider EOTAS service for which a management plan has been completed. The involvement of governance at a strategic level and the commitment of the EA to resourcing the EDIT centre appropriately are crucial in order to improve further the learning opportunities and life chances of the young people.
- On the basis of the evidence available at the time of the inspection, the centre has satisfactory arrangements in place for safeguarding the young people. These arrangements broadly reflect the guidance issued by the Department of Education. The following areas need to be addressed:
 - the completion of the planned training for a deputy designated teacher for the centre; and
 - the installation of an electronic entry system for the education rooms.

8. Overall Effectiveness

The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will continue to monitor how the organisation sustains improvement. In particular, the need to:

- improve the accommodation and C2k access for learning and teaching;
- extend the school day and days available for tuition for the young people in line with the guidance from the Department of Education; and
- ensure that there is a trained deputy designated teacher located at the EDIT centre.

Accommodation

1. The lack of C2k information management systems and infrastructure within this centre creates a barrier to learning. In addition, the lack of access to the C2K system inhibits effective communication or efficient transfer of appropriate educational information between the project and mainstream schools and other education providers.

Health and Safety

1. The EDIT centre does not have effective secure electronic entry systems controlled by the staff. The lack of an electronic controlled entry system creates a risk to the safety and security of the young people and staff and requires urgent remedial action.

© CROWN COPYRIGHT 2016

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk