

EDUCATION OTHER THAN AT SCHOOL INSPECTION



Education and Training
Inspectorate

The Kinnego Centre
Southern Education and Library
Board

Report of an Inspection in
in December 2014

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 Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

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1. Inspection method and evidence base

Inspectors observed teaching and learning, scrutinised documentation and the young peoples' written work and held formal and informal discussions with the young people, and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with the Southern Education and Library Board (SELB) adviser with responsibility for the Behaviour Support Team and Education Otherwise Than at School (EOTAS);
- meetings with the young people; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Questionnaire	Number issued	Number returned	Percentage returned	Number with comments
Parents	12	8	66%	*
Teachers	*	*	100%	*
Support Staff	*	*	100%	*

* fewer than 5

All of the parental questionnaire responses are positive. The parents value the excellent progress made by the young people in the management of their behaviour and emotions. The teacher and support staff questionnaire responses are very positive, and indicate strong support for the work of the centre. The Education and Training Inspectorate reported the responses to the centre's manager and the SELB adviser with responsibility for the Behaviour Support Team and EOTAS.

2. Context

The Kinnego Centre is situated close to Moy and the young people attending travel from across the SELB area. The centre is part of the SELB continuum of provision for young people with social, emotional and behaviour difficulties. An SELB adviser has overall responsibility for the centre which has a manager, three teachers and two classroom assistants. The centre provides EOTAS provision for up to 14 key stage 3 young people, with social, emotional and behavioural difficulties for 15 weeks, allowing two cohorts of young people each academic year. The young people initially spend three days in the centre and two days in their schools with weekly visits by the centre's staff to the schools. After eight to ten weeks the young people increase their attendance at school to three days and attend the centre for two days, followed by up to one year's further support in school by their link teacher from the centre. The centre provides teachers from associated schools with the opportunity to visit the centre and observe the skills and effective working strategies used by staff to engage and manage the young people. Parents are assisted, through sessions in the centre and in their homes, to address their child's strengths and difficulties. The centre also provides outreach support to young people who may be at risk of disengagement with education.

Kinnego Centre	2011/12	2012/13	2013/14	2014/15
Enrolment in the centre	20	19	20	10
Outreach support only	26	15	18	10
Attendance %	89%	92%	89%	93%
FSME Percentage ¹	90%	75%	66%	100%
No. of newcomers	*	*	*	*

Source: data as held by the centre.

* indicates a number fewer than 5

3. Focus of inspection

The inspection focused on:

- the young peoples' achievements and outcomes,
- the quality of provision; and
- the quality of leadership and management.

4. Overall findings

Overall Performance Level	Outstanding
Achievements and Outcomes	Outstanding
Provision	Outstanding
Leadership and Management	Outstanding

Key findings of the inspection

5. Achievements and outcomes

- The young people attending the centre engage effectively with education; almost all respond very well to the positive learning environment and work well independently, in small and larger groups, and develop improved attitudes to learning. The behaviour of all of the young people at the time of the inspection was excellent. The schools' responses to the questionnaires sent out regularly by the centre are highly positive and indicate that all of the young people display better behaviour and less frequent incidents of disengagement in school; all of the parents report that the young people display significant improvement in behaviour and relationships and are rarely or less frequently in trouble.
- The majority of the young people's attendance at the centre is very good and is reflected by similarly high attendance in their own schools. The centre's data indicates that within the last cohorts of young people who attended the centre, nine out of ten have maintained their places in schools. In addition, the records indicate that by the end of their placement, almost all of the young people show significant improvement in their behaviour, social skills and engagement with education.

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

- The January to June 2014 cohort of young people attending the centre attained a total of 223 Assessment and Qualifications Alliance (AQA) Unit Award certificates between them in a wide range of areas including money management, literacy, emotional well-being and home economics. In addition, nearly all of the young people attained the Award Scheme Development and Accreditation Network (ASDAN) Bronze Level Youth Achievement Award. The self-esteem and confidence of the young people in education is raised by the successful completion of AQA short unit awards. In mathematics and English nine out of the ten young people tested in March and again in June 2014 showed an improvement in their scores.
- The centre monitors, tracks and evaluates extensively and effectively the progress made by all of the young people in English, mathematics, emotional well-being and self-esteem. The data is used to plan appropriate and thorough personal programmes and to inform the young people's parents and schools of their progress and success.

6. Provision for learning

- All of the staff endeavour to achieve effective working relationships with the young people, their parents or carers, and encourage the young people to develop further their social, behavioural and emotional skills. The staff maintain a calm and purposeful environment which impacts positively on the young people and places strong emphasis on mutual respect alongside high expectations of the young people, in terms of behaviour and dispositions to learning.
- The majority of the quality of teaching observed was of a very good or better quality. In the most effective practice, the planning was based around the individual needs, interests and abilities of the young people, there was a good pace to the lessons with active learning tasks that challenged and engaged them well. The highly effective paired and group work sessions ensure that the young people make very good progress in developing their social skills, which enables them to work effectively with others and to co-operate with their peers.
- The young people study physical education, mathematics, English, art, science and home economics, giving them a broad range of opportunities to progress their learning and social development. High quality information and communication technology (ICT) is used effectively by the young people to enhance their learning experiences and to become more independent in learning. 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 centre has developed very close links with the schools, enabling effective communication and shared strategies ensuring that the schools develop further their expertise in supporting pupils with social, emotional and behavioural difficulties. The young people appreciate this additional support by the centre's staff, whilst the schools benefit from the helpful strategies for engaging and supporting their pupils; as a result, fewer require external support for behaviour. The centre and the schools exchange weekly reports for each young person, enabling close monitoring of the progress made or difficulties encountered; the reports are also sent home.

- The quality of the arrangements for pastoral care is outstanding. There is a supportive and inclusive family ethos and a calm, friendly environment that enables the young people to learn to cope with their anxieties, emotions, and behaviour. The young people are supported by the centre to learn effectively and successfully re-integrate into their school on a full time basis. The centre provides a structured and stimulating learning environment with high expectations of the young people and an ethos of mutual respect and understanding of the needs of others. The staff model good behaviour and set challenging targets for behaviour and academic progress within the centre and when the young people are in school. The highly effective circle time sessions provide a safe environment for the young people to share their anxieties and learn strategies to cope with their frustrations, behaviours and emotions.
- The breakfast time sessions are highly effective in creating a family atmosphere within the centre and the staff are very skilled in developing the confidence and social skills of the young people who show a maturity in their ability to interact and converse with adults and their peers. The breakfast time is used effectively to develop the social skills and positive dispositions of the young people and as a learning opportunity that is valued and assessed appropriately.
- The young people are encouraged to adopt healthy lifestyles and to sample fresh fruit provided at breakfast and break times. They are taught about healthy diets and are given the opportunity to cook and learn basic independent living skills. The young people are transported to activities, including a fitness programme in a local gymnasium and to rewards such as fishing, bowling and team building events at an activity centre, using the centre's minibus.
- The centre and referring schools collaborate in the use of a very effective reward system that is clear and unambiguous. Points are awarded for positive behaviour dispositions and engagement in the centre and in school, with all interactions viewed as opportunities for positive re-enforcement and learning. The young people are involved in discussing the points allocated to them and the process is effective in enabling them to reflect and take responsibility for their behaviour and learning.
- The young people reported that they feel safe, and are aware of what to do if they have any concerns about their safety and well being. In discussions with inspectors, the young people spoke confidently of how much they valued the support they received from staff that is enabling them to develop positive attitudes and relationships and deal more calmly with their problems and issues

7. Leadership and management

- The highly effective adviser has management responsibility for the centre as part of the EOTAS provision in the SELB. The integration of the behaviour and support services enables the flexibility for efficient staff deployment and support for young people. She provides excellent strategic leadership for the centre, and demonstrates thorough knowledge and expertise of the service as a whole and the centre in particular. The adviser and centre manager know the young people very well and take a keen interest in their individual needs, education and emotional well-being. The staff use a skilful collegial and co-operative approach to their work, maintaining a calm and positive environment and demonstrating the benefits of close team work and good working relationships to the young people.

- A culture of self-evaluation permeates the centre; each lesson is evaluated with the young people for positive engagement in learning and appropriate behaviour. The staff track the progress and well-being of the young people daily, use the collated data to inform their future practice and adjust their planning where necessary. The young people's progress files detail extensive assessment and positive progression in learning and behaviour.
- On the basis of the evidence available at the time of the inspection, the organisation has comprehensive arrangements in place for safeguarding young people. These arrangements reflect the guidance issued by the relevant Department.
- The centre is part of the SELB behaviour support service and does not have a governing body. The adviser with management responsibility is very well informed about, and thoroughly engaged in, the centre's provision. She monitors, challenges and supports the work of the centre very effectively and reports regularly on its progress and outcomes to her line management within the SELB.
- The centre has developed very good links with the local community who actively support the work of the centre. The parents of the young people are encouraged and facilitated to visit the centre, review the progress made, and join in celebratory events. Most of the associated schools are highly involved in sustaining the centre's work in supporting their young people to maintain their school placement and engage appropriately in education.

8. Conclusion

In the areas inspected, the quality of education provided by the service is outstanding. The service is meeting effectively the educational and pastoral needs of the young people; and has demonstrated its capacity for sustained self-improvement.

Resources

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 resources and information between the centre and mainstream schools and other education providers.
2. The girls' toilets and staff toilet require refurbishment to bring them up to acceptable modern standards.

Health and Safety

1. The recommendations contained in a fire risk assessment carried out in October 2014 have not been acted upon. In particular, the issues regarding fire alarms, doors, lighting have not been addressed. The SELB need to address the issues with immediate effect to ensure any risks to the young people and staff are mitigated.
2. In the main hallway of the centre, the metal covers to the service channel in the floor may present a trip and slip hazard and require remedial action to ensure the safety of the young people.
3. The exposed electrical cables fixed to the low ceiling in the hallway of the centre may present a risk to the young people and remedial action is required urgently to ensure the cables are fitted appropriately to ensure the safety of the young people.

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