

***eti***

*The Education and Training Inspectorate -  
Promoting Improvement*



*Providing Inspection Services for*  
**Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure**



INVESTOR IN PEOPLE

## **Education and Training Inspectorate**

### **Report of a Focused Inspection**

**Glenveagh School  
Belfast**

**Inspected: February 2007**

## CONTENTS

<b>Section</b>		<b>Page</b>
	STATISTICAL INFORMATION	
1.	INTRODUCTION	1
2.	ACHIEVEMENTS AND STANDARDS	1
3.	THE QUALITY OF PROVISION FOR LEARNING	2
4.	LEADERSHIP AND MANAGEMENT	3
5.	OVERALL EFFECTIVENESS	3
6.	AREAS FOR IMPROVEMENT	3
7.	CONCLUSION	4
	APPENDIX	



## **1. INTRODUCTION**

1.1 Glenveagh School provides education for pupils, aged eight to 19 years, with severe learning difficulties. The school is situated in Belfast and the pupils come from the greater Belfast area. The school was last inspected in an information and communication technology (ICT) survey inspection in 2002. The enrolment has increased substantially over the last five years and now stands at 195 pupils.

1.2 The arrangements for the inspection of pastoral care and child protection included the opportunity for parents to complete a confidential questionnaire prior to the inspection as well as meetings with representatives from the Board of Governors (governors) and a group of pupils. One hundred and ninety-one questionnaires were issued to parents; 67 were returned to the Department of Education (DE) and 31 contained additional written comments. In their returns to DE, almost all of the parents indicated a high level of satisfaction with the work of the school and in relation to pastoral care and child protection. The sample of pupils interviewed indicated satisfaction with the procedures, they felt safe and secure in the school and showed appreciation of their teachers and assistants; the inspection findings confirmed that the confidence expressed is well placed. The governors, management and parents raised serious concerns about the levels of therapy provided to the school. This was discussed with the Principal.

1.3 The focus of the inspection was on the quality of provision to meet the individual needs of the pupils and the arrangements for child protection and pastoral care.

## **2. ACHIEVEMENTS AND STANDARDS**

2.1 The school has important strengths in almost all of its educational and pastoral provision. The school meets the pupils' individual needs very well. The staff are motivated, enthusiastic and skilled and they work hard to enable pupils to make progress across the curriculum and in their personal and social development. The school is well placed to progress the small number of areas for development, including the need to review arrangements for school leavers, and to revise the roles and responsibilities of the co-ordinators and curriculum teams.

2.2 The school's programme for the promotion of health and well-being has many strong features. Attention is given to the development and implementation of programmes which encourage the pupils to develop healthy lifestyles. There is a developing commitment to promoting healthy eating and opportunities are provided for the pupils to participate in a range of physical activities.

2.3 The inspection findings indicate the following achievements and standards:

- the good quality of teaching throughout the school characterised by well planned imaginative lessons with pupils involved in activities which motivate and interest them;
- the staff's knowledge of the pupils and the appropriate and relevant targets set for them;

- the staff's strong emphasis on recognising and celebrating the pupils' achievements including the caring ethos reflected throughout the school;
- the good use of reward systems for positive behaviour and the high expectations of teachers;
- the strong collaborative team-work developed to address the challenging behaviour of a significant minority of pupils;
- the good use and development of ICT to enhance learning, support communication and enable access across the curriculum; and
- the enriching experiences provided through strong links with other schools and the community.

### **3. THE QUALITY OF PROVISION FOR LEARNING**

3.1 The teachers are hard-working and committed to the pupils' learning and development. They know the pupils well and respond appropriately to their needs and interests. The quality of almost all of the teaching is consistently good with some outstanding or excellent practice. Overall, approximately 65% of the lessons were consistently good or better, with 80% having many good features.

3.2 There are major strengths in the quality of the arrangements for pastoral care and child protection. The school has procedures in place which implement fully the guidance outlined in the relevant DE Circulars. Among the strengths are the communication of the child protection policy and procedures to the governors, staff, parents and pupils, and the provision of appropriate training for all academic and ancillary staff. The one minor area for improvement is the need to develop further the Code of Conduct to ensure that clear written guidelines are provided to all staff while working on a one-to-one basis with pupils.

3.3 The main strengths of the quality of provision for learning are:

- the effective assessment and planning;
- the positive ethos which is underpinned by the very good and supportive working relationships among the teachers, support staff and pupils, and the extensive opportunities which the pupils have to develop their personal and social skills;
- the teachers' high expectations of the pupils' behaviour and the good use of praise and positive reinforcement;
- the good quality of the teaching in many areas of the school which focuses on appropriate and challenging learning outcomes for the pupils;
- the highly committed subject co-ordinators, teachers and classroom assistants; and
- the strong focus on the development of the pupils' social and personal skills through the creative and expressive area of the curriculum.

#### **4. LEADERSHIP AND MANAGEMENT**

4.1 The Principal, Vice-principals and senior management team (SMT) manage and lead the school well.

4.2 The main strengths of the leadership and management of the school include:

- the effective leadership of the Principal, ably supported by her Vice-principals, and the progress made on developing the new SMT;
- the clear vision for the school and the strong commitment from management to continuous improvement; and
- the good start made on the self-evaluation process to inform the school development planning and promote improvement.

#### **5. OVERALL EFFECTIVENESS**

5.1 The overall effectiveness of the school shows strengths in almost all aspects of the areas inspected and a few areas for development which need to be addressed.

5.2 The main strengths of the provision are:

- the leadership and vision provided by the Principal;
- the warm, secure and caring ethos;
- the good working partnerships throughout the school and with other schools;
- the excellent use of ICT;
- the good quality teaching;
- the good progress made by the pupils in developing social and life skills;
- the good caretaking and maintenance of the school building despite a shortfall in the accommodation due to a significant increase in pupil numbers; and
- the good support from parents and governors.

#### **6. AREAS FOR IMPROVEMENT**

6.1 The inspection findings indicate that the following areas for improvement need to be addressed:

- to build on existing good practice for transition at age 14-19 years to ensure a more consistent and co-ordinated programme;

- to clarify further the roles and responsibilities of co-ordinators and teams in order to develop clearer lines of accountability and shared responsibility; and
- to develop further, in line with priorities already identified by the SMT, a more systematic, formalised and documented approach to the process for monitoring and evaluation so that the quality and consistency of teaching and learning can be analysed effectively to inform and promote planning and improvement.

## 7. CONCLUSION

7.1 In the areas inspected, the school has important strengths in almost all of its educational and pastoral provision. The inspection has identified a few areas for improvement which the school has the capacity to address.

The school's progress on the areas for improvement will be monitored by the District Inspector.

**ACCOMMODATION ISSUES**

- There is a lack of accommodation caused by the increased admissions to the school, and in particular, for addressing the needs of pupils with severe and challenging behaviours. This needs to be addressed by the school and the Belfast Education and Library Board.



© CROWN COPYRIGHT 2007

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 DE website: [www.deni.gov.uk](http://www.deni.gov.uk) or may be obtained from the Inspection Services Branch, Department of Education, Rathgael House, 43 Balloo Road, Bangor, Co Down BT19 7PR.