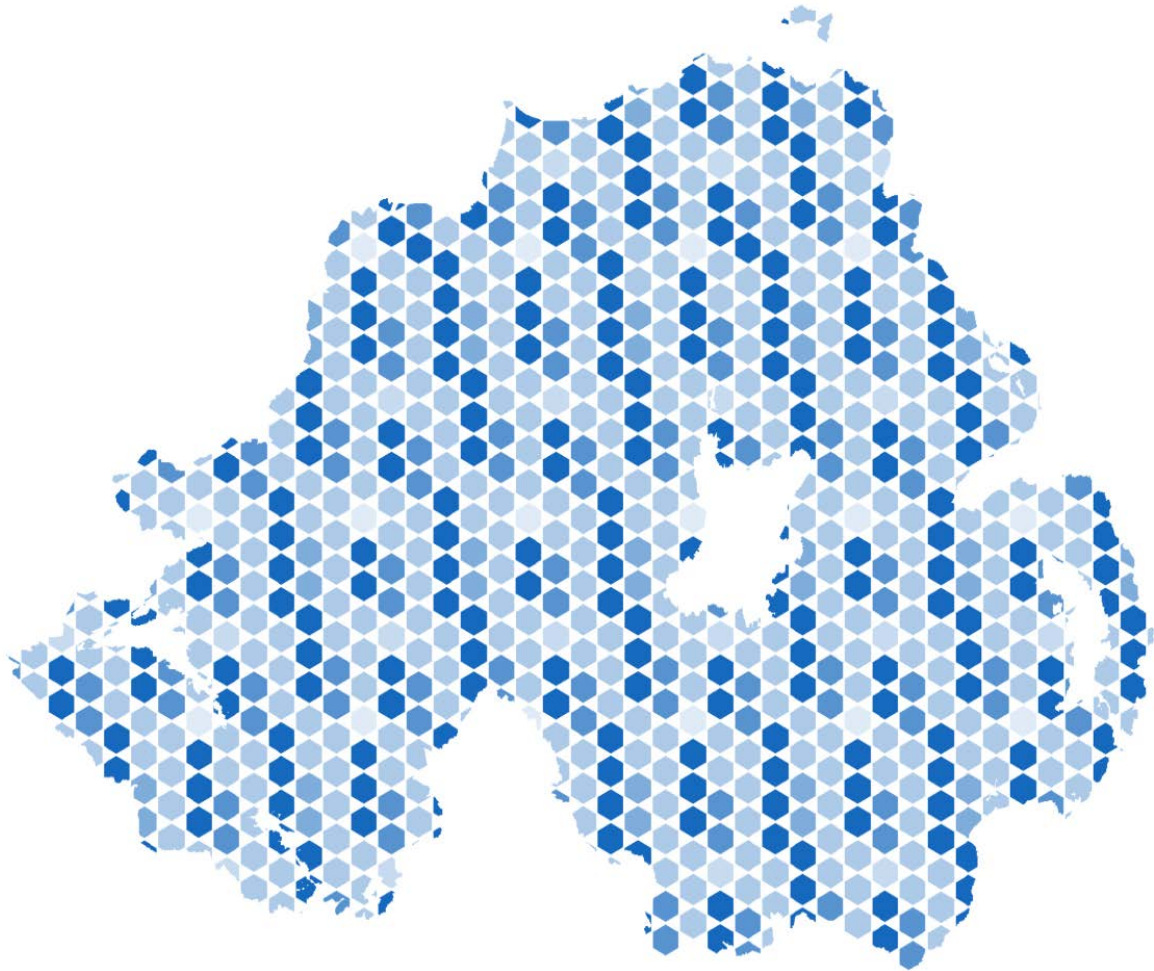


SPECIAL INSPECTION



Education and Training
Inspectorate

Greenwood House Assessment
Centre, Belfast

Report of an Inspection in
February 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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1. Context

Greenwood House Assessment Centre provides nursery and foundation stage education for 71 children aged three to six years who experience a wide range of complex difficulties which impact on their learning, communication, and social development. Almost one half of the children have a diagnosis of an autistic spectrum disorder. The school is located in east Belfast in a former residential house and mobile classrooms. The site is very restricted for parking and play space. The school's nursery holds a dual day provision of three hours for a total of 16 children in two sessions. The school has been awarded the Green Flag for eco-schools.

2. Views of parents and staff

Seventeen percent of parents (12) and 38% of staff (12) responded to the questionnaires. The parents who responded to the questionnaires were very appreciative of the skilled teaching and the welcoming, helpful ethos of the school. The responses to the staff questionnaires were very positive; the written comments indicated that the staff value highly the friendly, collegial working environment and confidence in the school leadership. An issue concerning communication was shared with the governors and senior managers.

3. Focus of the inspection

The inspection focused on:

- the outcomes for the children; in particular, how the school is addressing individual needs;
- the quality of provision in the school; and
- the quality of leadership and management.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Very good
Quality of provision	Outstanding
Leadership and management	Outstanding

Key findings

5. Outcomes for learners

- The school's data indicates that the children attain well in mathematics, information and communication technology (ICT), and communication, including talking and listening, reading and writing. The children achieve levels of communication enabling them to interact effectively with their peers and adults. They transition well to a range of special schools, learning support centres and mainstream schools.

- The school's data indicates that the majority of children make good progress from their baseline assessments, and a minority make very good progress, in the key curriculum areas of using mathematics, using ICT, and communication. The children make very good progress in a wide range of social and life skills as evidenced by the school's tracking data and their behaviour throughout the school day.
- The children develop the skills to attend well during class activities and to follow the daily routines in school. They develop appropriate play skills and establish friendships with their peers, tolerating very well and enjoying a wide range of play, social and learning experiences. The children display increasing levels of confidence when talking to visitors in their school and develop very good skills and strategies to recognise and manage their own behaviour.

6. Quality of provision

- The children benefit from a comprehensive, broad and very well-balanced curriculum which provides a clear line of development and progression in their learning across all areas of the pre-school and foundation stage curriculum. Appropriate priority is given to stimulating and progressive play-based learning through which the children's holistic needs are being very well met. Engaging resources, including relevant use of technology, contribute purposefully to the children's learning experiences. The quality of the recently established outdoor provision is a particular strength. The children access enriching opportunities to observe, talk about and care for living things in the well-planned natural environment and they engage in, and thoroughly enjoy, high quality connected learning activities.
- A particular key strength of the provision is the multi-disciplinary approach through highly effective collaboration with the allied health professionals within the school, in particular occupational therapy and speech and language therapy. Excellent working relationships, and effective joint-planning and delivery of lessons address very well many of the children's barriers to learning. A team of very effective classroom assistants support the children's learning and development skilfully, and contribute significantly to developing areas of the curriculum, for example The World Around Us.
- Detailed planning guides effectively the work of the staff in promoting learning across all areas of curriculum and life skills and evaluations of planning for learning inform well the children's future learning intentions. The individual education plans build on each child's strengths, outline clear, measurable targets and strategies, and guide well the classroom practice. A range of appropriate assessment tools are used to inform the teacher's planning and this is complemented well by valuable information from health and education professionals, parents and classroom assistants. All of the lessons observed during the inspection were highly effective in promoting learning; three-fifths of the lessons were very good and two-fifths were outstanding. The most effective practice is characterised by very positive working relationships, highly engaging practical activities matched well to the children's abilities, needs and interests, and high quality staff interactions with the children which supports and extends very well their individual communication skills.

- Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the pupils impacts positively on learning, teaching and outcomes. There is a highly inclusive, welcoming and very respectful ethos in which all the children and staff are valued. All staff give careful attention to developing the children's social and emotional education through, for example, their access to the wellbeing area.

7. Leadership and management

- The school leadership team has developed a highly effective collegiate and collaborative whole staff approach to the strategic planning process in the school. A clear strategic plan has been agreed with staff, governors, parents and external support agencies and guides skilfully the further development of the identified key priority areas. The strategic planning has had a notable impact on the development of play, literacy, numeracy and ICT leading to improved provision and outcomes for the children.
- There has been extensive professional development for the curriculum co-ordinators; their roles and duties have been developed and agreed, and are employed appropriately. The co-ordinators lead their areas of responsibility with expertise and enthusiasm, support skilfully new staff and disseminate successfully effective practice within, and beyond, the school.
- The school has developed a comprehensive system for monitoring and evaluating the children's progression within key curriculum areas, communication and independence skills. The teachers' planning for learning is monitored regularly by co-ordinators and the leadership team, with thorough evaluations of the effectiveness of learning strategies and resources used to inform future development planning for the school.
- Based on the evidence available at the time of inspection, there can be a high degree of confidence in aspects of the governance evaluated. The governors are very well informed and provide constructive support and appropriate challenge for the principal and the school.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the Department of Education. The children are happy in school and are aware what to do if they have any concerns about their safety or welfare.

8. Overall effectiveness

Greenwood House Assessment Centre 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

- The access to the steps outside the nursery entrance needs to be reviewed to ensure the children's safety.
- The gate leading from the nursery area to the car park needs to be secured to prevent children opening it.
- One of the mobile classrooms in use has extensive and recurring problems with dampness, causing the children to be moved out of their classroom for repairs.
- The transport arrangements for one bus needs to be reviewed due to the delays for the nursery children arriving each morning.

Statistical data

Greenwood School and Assessment Centre	2014/15	2015/16	2016/17	2017/18
Enrolment school	58	56	70	71
% Attendance	91.5	92.8	93.6	90.6
% FSME ¹	38	34	36	29
Newcomers	8	5	5	*

Source: data as held by the school.

* fewer than 5

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

Inspection method and evidence base

The ETI's Inspection and Self-Evaluation Framework which guides inspection and self-evaluation within special schools is available on the ETI website [The Inspection and Self-Evaluation Framework \(ISEF\): Special Education | Education Training Inspectorate](#)

Inspectors observed teaching and learning, scrutinised documentation and the pupil's written work and held formal and informal discussions with pupils, teachers and staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with a representative from the governors;
- a meeting with a group of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

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 when reporting on Outcomes for learners, on the Quality of provision and on Leadership and management:

Outstanding
Very Good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Inspection Outcome

The ETI use one of the following inspection outcomes when indicating what will happen after the inspection:

The organisation has a high level of capacity for sustained improvement in the interest of all the learners. ETI will continue to monitor how the organisation sustains improvement.
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners. ETI will continue to monitor how the organisation sustains improvement
The organisation needs to address (an) important area(s) for improvement in the interest of all the learners. ETI will monitor and report on the organisation's progress in addressing the area(s) for improvement which include the need to... There will be a formal follow-up inspection in...
The organisation 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 organisation's progress in addressing the need to... There will be a formal follow-up inspection in...

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