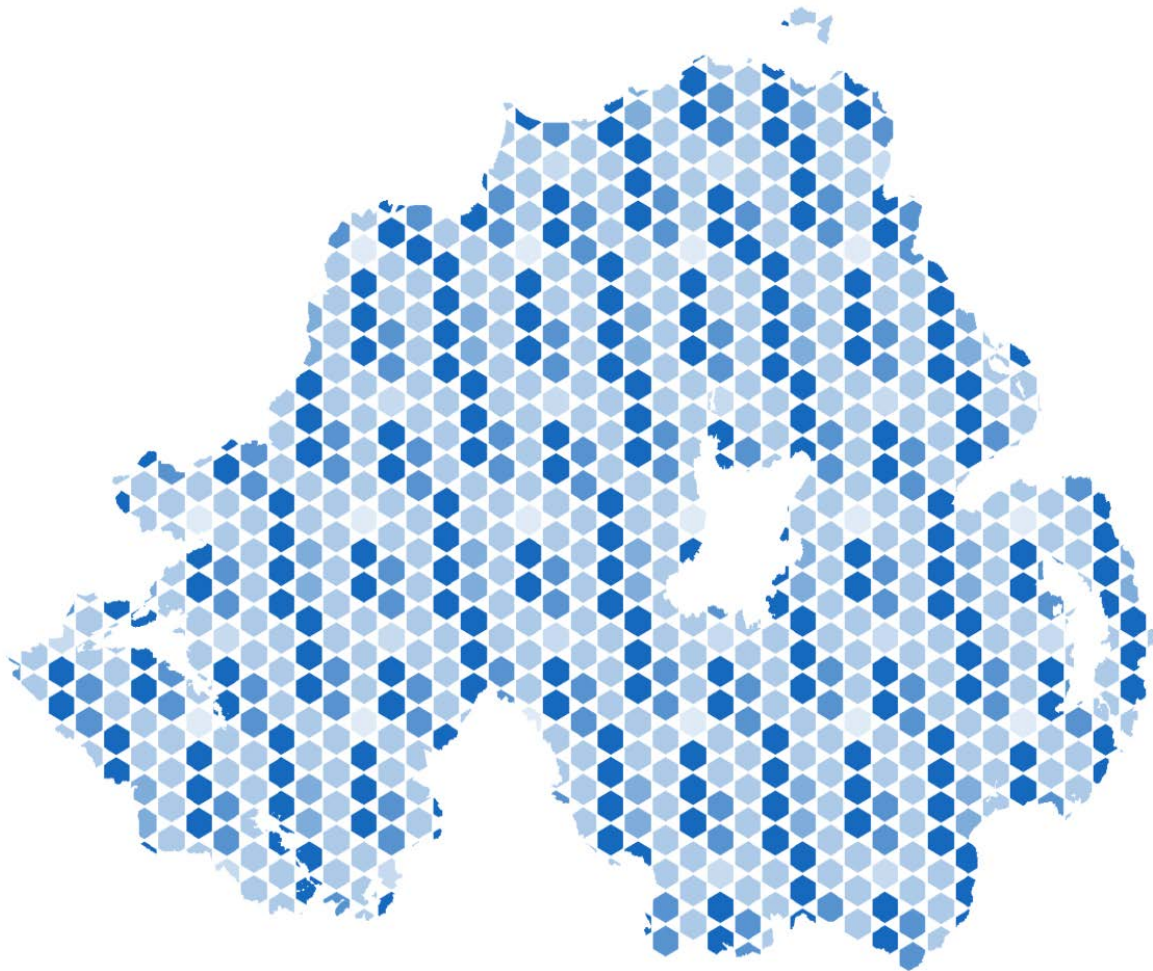


Education and Training Inspectorate

SPECIAL INSPECTION



Sperrinview Special School, Dungannon, County Tyrone

Special, controlled, co-educational DE Ref No (531-6523)

Report of a Sustaining Improvement Inspection in March 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



Sustaining Improvement Inspection of Sperrinview Special School, Dungannon, County Tyrone (531-6523)

Introduction

The previous inspection in January 2016 evaluated the overall effectiveness of Sperrinview School as having a high level of capacity for sustained improvement. In the interim the school enrolment has risen by 12 to 118 pupils. A sustaining improvement inspection (SII) was conducted on 6 March 2019.

Focus of the inspection

The inspection focused on evaluating the extent to which the school is capable of demonstrating its capacity to effect improvement through self-evaluation and effective school development planning. The school also provided evidence of provision for safeguarding as part of the inspection.

The lines of inquiry during the SII were:

- the further development of the leadership and provision for the pupils with autism; and
- the further development of a range of communication strategies to meet the complex needs of all the pupils.

Key findings

- There has been significant investment by the school leadership in professional development to enhance the skills of all staff and ensure a consistent approach for the autism provision. The co-ordinators for autism have an effective, planned and sustained focus on developing further the provision; they lead with skill and enthusiasm, monitor extensively by classroom observation, scrutinise the individual education plans and evaluate subsequent outcomes. The pupils engage very well in class and make very good progress, responding with enthusiasm to the challenging and enjoyable learning activities planned by their teachers.
- The school leadership has identified appropriately the increase in numbers of pupils with complex and wide-ranging communication difficulties. Consequently there is a sustained focus on developing resources and staff skills to ensure a cohesive approach through a wide range of strategies to enable every pupil to communicate. The teachers and classroom assistants have completed relevant professional development in a wide range of appropriate strategies to improve the pupils' communication skills, including Makaton, visual strategies, assistive communication technology, and augmentative communication devices. Pupil base-line assessments inform well the individual strategies used. The teachers and co-ordinators analyse skilfully the progress made by the pupils, and the efficacy of the strategies used. The school has provided communication workshops for parents and local businesses to give further opportunities for the pupils to communicate at home and in their local community.
- In discussions with the inspector, a group of pupils reported that they enjoy the range of school activities, including writing, using computers, and cookery. They also enjoy the school choir and meeting pupils from other schools.

Safeguarding

During the inspection, the school provided evidence that the arrangements for safeguarding children reflect the guidance from the Department of Education.

Conclusion

Sperrinview School continues to demonstrate a high level of capacity¹ for sustained improvement in the interest of all the learners. The ETI will continue to monitor how the school sustains improvement.

¹ From September 2015, the overall effectiveness of a school evaluated previously as outstanding/very good/good are evaluated as having a high level of capacity for sustained improvement /capacity to identify and bring about improvement.

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