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*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

## **Education and Training Inspectorate**

### **Report of an Inspection**

**Glenmona Resource Centre  
Belfast**

**Inspected: September 2009**

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A number of quantitative terms are used in the report. In percentages, the terms correspond as follows:

More than 90%	- almost/nearly all
75%-90%	- most
50%-74%	- a majority
30%-49%	- a significant minority
10%-29%	- a minority
Less than 10%	- very few/a small minority

## **1. INTRODUCTION**

1.1 Glenmona Resource Centre provides residential care for up to 28 young people, aged 11-18 years, with complex and challenging needs and a history of multiple care placements and poor school attendance. The young people are referred by the Health and Social Services Trusts on a voluntary basis or by Care Order. The length of stay varies considerably from months to several years. The governance of the educational provision has undergone significant change since the last inspection. La Salle College provides administrative and professional support to the centre; however, the governance arrangements remain unclear. This combination of factors has led to the young people falling behind in their school work, often undermining their confidence and engagement with learning and school.

1.2 At the time of the inspection, 13 young people were attending the educational provision within the centre. The average attendance of the young people was 77% in the month prior to the inspection. Five of the 13 young people who attend education classes had 100% attendance during this period and two had 90% or more.

1.3 The focus of the inspection was on the standards achieved by the young people, the quality of the provision for learning, the leadership and management of the provision and the arrangements for child protection and pastoral care.

1.4 Prior to the inspection a questionnaire was issued to the parents/carers of the young people and to the teachers and support staff seeking their views on the effectiveness of the pastoral and educational provision. Ten of the 14 parental questionnaires issued were returned and seven contained comments. The responses were very positive, indicating that the young people have improved their attitudes to education while in the centre. The teaching and support staff response was also positive. The Education and Training Inspectorate (Inspectorate) has reported to the education co-ordinator the positive findings emerging from the questionnaires.

1.5 The inspectors held interviews with the Director of Glenmona Resource Centre, the Education Co-ordinator of the centre, the Principal of La Salle College, the Unit Managers of the centre, the Council for Catholic Maintained Schools representative and the Assistant Senior Education Officer of the Belfast Education Library Board in relation to their roles in the management of the centre. As part of the inspection, various materials and education policies were examined and evaluated, including the pastoral care and child protection policy, the education development plan, the young people's individual education plans (IEPs), assessment records and curriculum documents.

## **2. ACHIEVEMENTS AND STANDARDS**

2.1 In this report, the standards of achievement are judged in relation to the young people's previous attainments, their individual abilities and degree of motivation.

2.2 Prior to their time in the centre, the young people, because of their chequered educational history, did not have or avail of the opportunity to gain accreditation. All of the young people find it difficult to concentrate on learning for lengthy periods and none were observed working in pairs or groups. While in the centre, the core aim is to ensure that the young people leave with accreditation in English and mathematics. All of the young people are working towards this goal and a significant minority remain beyond the statutory school age to complete their studies.

2.3 The young people, when their interest is gained, participate well in the lessons planned for them. The majority engage actively with the teachers and classroom assistants and feel valued as a consequence. The majority of the young people can work independently for short periods but they are given little opportunity to work in pairs or collaboratively with their peers and to develop their ability to work in this way.

2.4 Overall, given their educational backgrounds, the young people's achievements and standards are satisfactory. They are developing well their interest in learning and in accreditation. During 2009, for example, 18 young people in the centre gained accreditation from a range of subjects including: Essential Skills in communication and numeracy; Occupational Studies in motor vehicle studies or catering; General Certificate of Secondary Education (GCSE) in mathematics, English, science and child development and Entry Level literacy, numeracy and English; and a number of Assessment and Qualifications Alliance (AQA) unit awards. (See Appendix for further details). Some of the young people are working towards the Duke of Edinburgh's Award Scheme at bronze level.

2.5 The key performance indicators of achievements and standards are the young people's:

- positive behaviour and attitudes;
- recognition of the need to achieve accreditation for their future employability;
- very good working relationships with the staff; and
- very good attendance records.

2.6 In order to raise the standards further the young people could be challenged more and involved more deliberately in collaborative working with their peers.

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

3.1 A small minority of the young people are taught individually within groups while the majority receives one-to-one support. This individual tuition, close vigilance and good teacher/young person interaction are the key reasons why the young people engage well and show good behaviour and attitudes to learning. The curriculum is sufficiently broad and includes English, mathematics, science, history, geography, technology, information and communication technology (ICT), personal and social education, physical education and occupational studies. The afternoon curriculum is designed to engage the young people in practical activities which improve their skills for employability and provide appropriate recreational activities. Current planning however, does not promote sufficiently the application of the key skills of English, mathematics and ICT across the core curriculum and the practical activities.

3.2 The standard of teaching, while always satisfactory and with some good and very good features, is not rigorous enough and lacks creative planning. Information and communication technology, for example, is underused and the teachers do not discuss sufficiently as a team, the impact of their teaching on the young people's learning. The teachers do not challenge the young people sufficiently nor use a broad enough range of teaching approaches such as digital technology or the use of relevant themes to make the content of the lessons more interesting. Risk assessment and IEPs are accurate and shared with the young people.

3.3 The education centre has satisfactory arrangements in place for safeguarding the young people. These arrangements reflect broadly the guidance issued by the relevant Department but the following minor areas need to be addressed. There is a need to ensure that the arrangements for child protection are made known to the parents/carers at least every two years including the name of the designated teacher.

3.4 The key performance indicators of the quality of the teaching and learning are:

- the staff's very good knowledge of the young people's learning needs and excellent pastoral support;
- the teachers' patient approach to lessons which preserves a positive working environment; through encouragement, for example, they often succeed in preventing the young people from interrupting the lessons;
- the risk and baseline assessment of the young people's abilities which informs well the IEPs and targets setting;
- the strong focus given to accreditation pathways and improving practical activities; and
- the staff's good working relationships with the care staff which ensures information about the young people is shared and jointly considered.

3.5 In order to effect improvement, the teachers should consider ways to challenge the young people more, connect and reinforce the learning in the practical activities with the core curriculum and give the young people more opportunity to participate in collaborative learning. Overall, the quality of the teaching and learning is satisfactory.

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

4.1 The education co-ordinator provides good leadership and ensures that the provision runs smoothly on a day-to-day basis. The staff carry out their work with care and are improving the range of accreditation options appropriate to the young people's abilities. Although the educational arrangements are effective in extending the curriculum and identifying learning pathways for the young people, the monitoring of each young person's social and educational progress has not been developed sufficiently to ensure consistently good or better progress.

4.2 The overall governance of the provision is unclear and is having a negative impact on the development of the provision. The current budgetary arrangements, which do not ensure that the education co-ordinator can effectively cost the centre's development plans and resources and the staff's access to continuous professional development, are core elements of this issue. The Department of Education established a working party to consider how the educational needs of the young people accommodated at Glenmona Resource Centre should be met in future and to give a timescale for its work. This work should be completed urgently to resolve the issue of overall governance for the education provision and to propose a clear direction for the future development of provision within the Education and Skills Authority.

## **5. OVERALL EFFECTIVENESS**

5.1 The educational provision at Glenmona Resource Centre provides a satisfactory education for the young people. Since the previous inspection, in 2005, there has been a determined effort to raise standards and expectations among the young people that have resulted in the creation of a positive climate for learning and an interest in accreditation. Given the young people's social and emotional difficulties and previous disengagement with education the standards achieved by the young people are at least satisfactory. However, the young people can achieve better results, particularly in their social and collaborative learning.

## **6. CONCLUSION**

6.1 In most of the areas inspected the quality of the education provided in Glenmona Resource Centre is satisfactory; the strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in aspects of teaching and governance which need to be addressed if the needs of the young people are to be met more effectively. The Inspectorate will monitor and report on the centre's progress in addressing the areas for improvement.

**APPENDIX**

<b>Glenmona Resource Centre Accreditation 2008-2009</b> <b>Total of 18 Young people</b>	
AQA Unit Awards	139 achieved
Computer Literacy and Information Technology (CLAIT)	3
Entry Level English	5 Awards
Entry Level Literacy	9 Awards
Entry Level Mathematics	7 Awards
Entry Level Numeracy	8 Awards
Essential Skills: Communication	1 at Level 2
Essential Skills: Numeracy	1 at Level 2
GCSE Child Development	1 at Grade C
GCSE English	1 at Grade C 1 at Grade D
GCSE Mathematics	2 at Grade C 1 at Grade D
GCSE Science	3 at Grade C
Occupational Studies	2 at Level 1 2 at Level 2

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