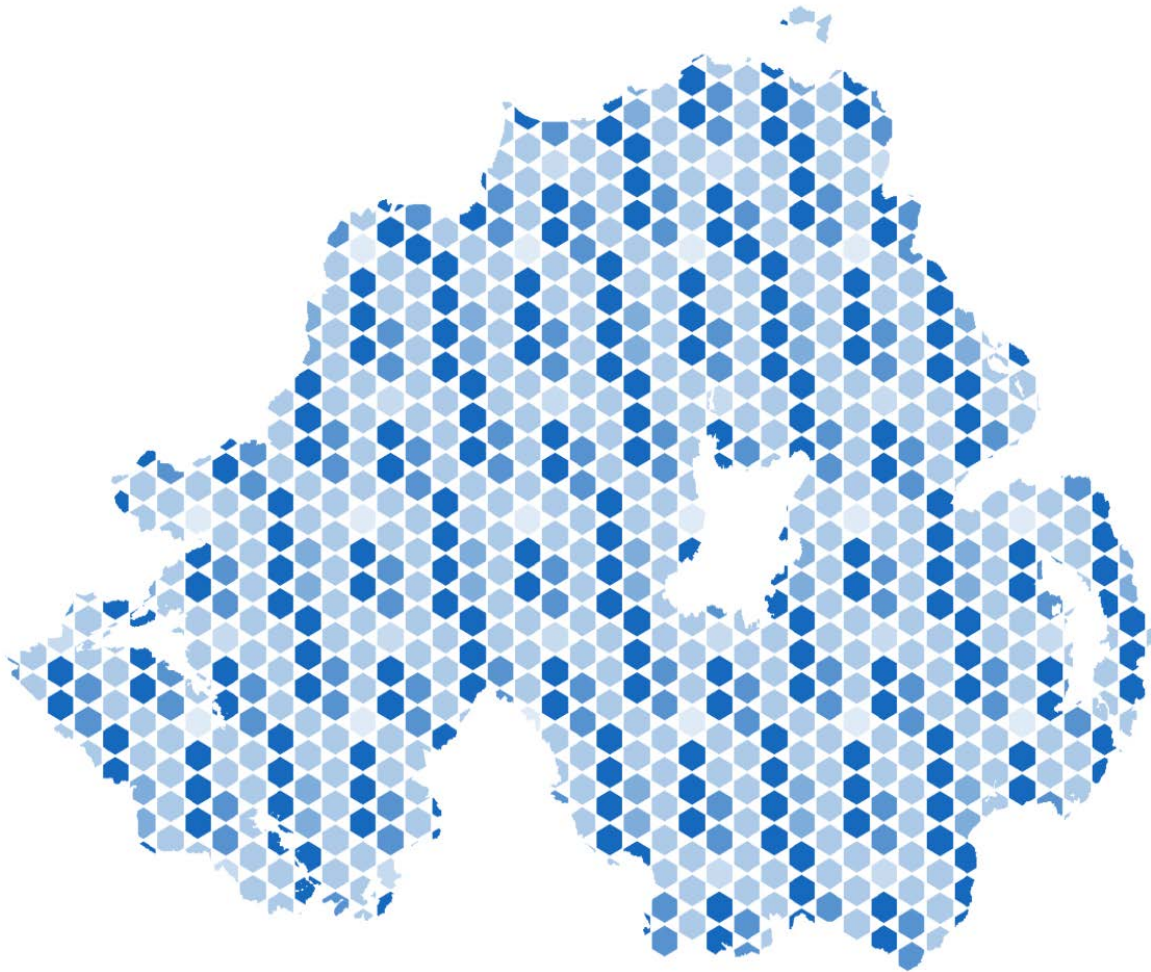


SPECIAL INSPECTION



Education and Training
Inspectorate

Clarawood School and
Outreach Services, Belfast

Report of an Inspection
in February 2013



CONTENTS

Section	Page
1. School context	1
2. Focus of the inspection	1
3. Overall findings of the inspection	1
3.1 Main findings	
4. The findings in detail	2
4.1 Achievements and standards	
4.2 Provision for learning	
4.3 Leadership and management	
5. Evidence from questionnaires	3
6. Conclusion	4

Inspection methods and evidence base

The inspection evaluations are based on evidence gained from lesson observations, from scrutiny of the children's completed written work and from a range of documentation including the school's internal performance data. In addition, the inspection team held discussions with groups of the children, with teaching and non-teaching staff and with representatives from the Board of Governors.

The views of the parents, teaching and non-teaching staff were sought through a confidential questionnaire prior to the inspection. The reporting inspector discussed any issues raised through the questionnaires with the principal and the governors. A summary of the outcomes from the questionnaires is included in section 6 of the report.

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%

In assessing the various features of the provision, inspectors relate their evaluations to six descriptors as set out below:

Performance Level	Descriptor
Outstanding	Outstanding characterised by excellence
Very Good	Consistently good; major strengths
Good	Important strengths in most of the provision. Areas for improvement which organisation has the capacity to address
Satisfactory	Overall sound/satisfactory but with areas for improvement in important areas which need to be addressed
Inadequate	A few strengths; significant areas for improvement which require prompt action
Unsatisfactory	Poor; major shortcomings which require urgent action

1. School context

Clarawood School provides full time education for 19 children and part-time education for 14 children at KS2 of their primary education who have significant social, emotional and behavioural difficulties. In addition, the school's outreach service currently provides support for 137 pupils with similar difficulties at stage three of the Northern Ireland Code of Practice on the Identification and assessment of Special Educational Needs. The number of children attending the school full time has remained steady over the last three years but there has been a significant increase of approximately 50% in the number of children receiving outreach teaching.

School Year	2008/09	2009/10	2010/11	2011/12	2012/13
Enrolments School	9	10	16	12	19
Enrolments Outreach	99	98	116	145	137
Attendance	85.6%	87.4%	91.2%	89.5%	-
Teachers	10	10.03	10.03	10.03	11
Classroom assistants	-	-	-	-	20
Percentage of children entitled to free school meals	-	-	-	-	89.5%
Percentage of children who are newcomers	0	0	0	0	0

2. Focus of the inspection

The inspection focused on:

- the children's achievements and standards;
- the quality of provision for learning; and
- the quality of leadership and management, including the school's processes for self-evaluation leading to improvement.

In addition, the school's arrangements for pastoral care, including child protection, were evaluated.

3. Overall findings of the inspection

In the areas inspected, the quality of education provided by this school is very good and pastoral care is outstanding. The school is meeting very effectively the educational and pastoral needs of the children and has demonstrated its capacity for sustained self-improvement.

3.1 Main findings

- The principal and vice-principal provide sensitive, decisive and strategic leadership in the context of a period of significant change for the school.
- The high quality of teaching ensures that the children engage effectively in lessons and make good progress in literacy and numeracy.

- The staff hold appropriately high expectations of what the pupils can achieve, prepare thoroughly for lessons and evaluate effectively their practice.
- Pastoral care is outstanding and encourages the pupils to develop their self-esteem and appreciate the chance to improve their educational outcomes.

4 The findings in detail

4.1 Achievements and standards

The quality of the achievements and standards is very good.

The children make very good, and at times outstanding, progress despite coming to the school with a history of behaviour difficulty, disrupted education and school absence.

The majority of the children, by the time they finish their education in Clarawood, have developed strategies to cope with their social emotional and behavioural difficulties and respond well to the positive and nurturing environment.

- The majority of the children consistently meet their behaviour and learning targets.
- All of the children make significant progress in literacy whilst attending the school and overall they show significant improvement in their disposition to learn and demonstrate sustained re-engagement with, and enjoyment of, learning.
- The children achieve good levels of accreditation in information and communication technology (ICT) and benefit from involvement in some innovative and creative ICT initiatives.

4.2 Provision for learning

The quality of the learning and teaching is very good.

The school provides a broad and balanced curriculum which meets the needs of the individual children very well. All of the lessons observed were good with a majority very good to outstanding. The lessons are well structured with clear strategies for promoting positive behaviour alongside clearly differentiated individualised learning.

- The assessment of the children's learning is thorough and very good use is made of data to plan individual programmes and to track progress in learning and behaviour.
- The planning in the school is outstanding, with clear, coherent structures and routines identified within a context of topic and project work which interests and motivates the children. The planning in the outreach classes is good and is currently being reviewed to align, where practical, with the format used by the school.
- The care, guidance and support for the children is outstanding. There is an ethos of care, support and mutual respect at all levels with very positive working relationships throughout the school.

- The teaching is creative, well paced and imaginative and interests and involves the children across a variety of stimulating themes.
- The lessons have a good balance of practical, written, paired and group activity as appropriate, a sharp focus on literacy and numeracy and appropriately high expectations for the children.

4.3 Leadership and management

The quality of the leadership and management is very good.

The leadership of the principal and vice-principal is outstanding; they lead by example and have the confidence and respect of the staff and the children. In a period of significant change they have led the staff in a strategic and decisive manner and ensured that all of the staff have been involved in the decision making process. There is very effective co-ordination of literacy and a good start has been made by the recently appointed co-ordinator of mathematics. There is currently no management structure within the school to allow for posts of responsibility at middle management level and this is placing constraints on management at a time of significant expansion of the outreach service.

- There is a clear strategic vision for the development of the school and the outreach service during a time of rapid expansion in numbers.
- The concise and succinct school development plan meets the requirements of the School Development Plan Regulations (Northern Ireland) 2010; it reflects well the key aims of the work of the school and the sustained emphasis on improvement for pupils with SEBD.
- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.

5. Evidence from questionnaires

Questionnaires	Issued	Returned	Additional Comments
Parents	19	8	4
Teachers		12	*
Support Staff		18	*

* fewer than 5

Almost all the parental questionnaire responses were very positive. The parents value the support from the principal, teachers and classroom assistants. They appreciate the warm ethos throughout the school and the help their children receive with their behaviour and learning. The small number of concerns expressed were shared with the principal and with the Board of Governors.

Almost all of the teachers and support staff questionnaire responses were very positive, and indicate strong support for the work and life of the school. The few concerns raised were brought to the attention of the principal and the Board of Governors.

In discussions with the children they talked enthusiastically about making friends in school and the variety of school activities, particularly football and cookery. It is evident from the discussions that the children are aware of what to do if they have worries about their safety and well-being.

6. **Conclusion**

In the areas inspected, the quality of education and pastoral care provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the learners and has demonstrated its capacity for sustained self-improvement.

No follow-up inspection is required.

© CROWN COPYRIGHT 2013

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 ETI website: www.etini.gov.uk

