

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Holy Rosary Nursery School,
Belfast

Maintained Nursery School

Report of an Inspection (Involving
Action Short of Strike) in
January 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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INTRODUCTION

1. Context

Holy Rosary Nursery School is a maintained nursery situated in South Belfast. The nursery comprises two full-time classes in purpose-built accommodation and is located in the grounds of Holy Rosary Primary School.

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the nursery informed the ETI that the principal and the assistant teacher would not be co-operating with the inspectors. The ETI have a statutory duty to monitor, inspect and report on the quality of education under Article 102 of the Education and Libraries (Northern Ireland) Order 1986. Therefore, the inspection proceeded and the following evaluations are based on the evidence available at the time of the inspection.

Number of children:	Class 1	Class 2
Attending full-time	<u>No data supplied</u>	<u>No data supplied</u>
Attending part-time		
Under 3 years of age*		
Funded by Department of Education		
With statement of special educational needs		
Without a statement but receiving therapy or support from other professionals for special educational needs		
At CoP stages 3 or 4**		
At CoP stages 1 or 2**		
With English as an additional language		
Who left in previous school year to attend reception provision within a primary school		

Percentage qualifying under DE admission criteria 1 or 2.	
Average attendance for the previous year.	
Number of days open in previous school year	

Source: no data provided by the setting.

* On 1 July.

** The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

The school did not provide data requested by the ETI.

2. Views of parents and staff

Eighteen per cent of the parents responded to the confidential questionnaire. Almost all of the responses were positive about most aspects of the life and work of the nursery. In written comments the parents highlighted: the warm, friendly ethos of the nursery; the care and dedication of the staff; and the regular information provided on their child's progress.

As a result of the ASoS, there were no staff questionnaires returned so it is not possible to report on the views of staff.

3. Focus of the inspection

The ETI was unable to evaluate:

- the outcomes for learners;
- the quality of the provision; and
- leadership and management.

Where it has been possible to evaluate aspects of the foci, they have been reported below.

KEY FINDINGS

4. Overall findings of the inspection

Overall effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Quality of provision	No performance level available
Leadership and management	No performance level available

5. Outcomes for learners

The ETI was unable to evaluate:

- the standards attained by the children;
- progression in the children's learning; and
- the children's wider skills and dispositions.

6. Quality of provision

The ETI was unable to evaluate:

- the quality of the curriculum (including breadth, balance and appropriateness);
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning; and
- care and welfare.

7. Leadership and management

The ETI was unable to evaluate:

- the effectiveness of strategic leadership and governance;

- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement (including self-evaluation and the development planning process).

During the inspection, the school did not provide evidence that satisfactory arrangements are in place for safeguarding learners.

CONCLUSION

8. Overall effectiveness

Owing to the impact of the action short of strike being taken by the principal and teacher, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education and safeguarding being provided for the children. The nursery is a high priority for future inspection with no further notification.

The ETI will also return to the nursery within six weeks to monitor and report on the arrangements for safeguarding.

Information on sessions and staff

Duration of sessions: no data was provided by the setting

Full-time	Part-time: am	Part-time: pm

Details of staff: no data was provided by the setting

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders		
Number of staff holding a recognised child care qualification		
Number of staff holding a recognised teaching qualification		
New appointments within the previous 12 months		

Number of: *	
Students	
Trainees	

Source: data provided by the setting.

* Total placements since September of current year

Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.gov.uk/publications/inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation>

Reporting terms used by the Education and Training Inspectorate

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 Achievement and standards, on Provision for learning and on Leadership and management:

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

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The ETI will monitor and report on the nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

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