

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Roddensvale Pre-School,  
Larne

Report of an Inspection  
in October 2012

## CONTENTS

Section		Page
1.	Introduction	1
2.	Inspection methods and evidence base	1
3.	Overall finding of the inspection	1
4.	Children's achievements	1
5.	Provision for learning	2
6.	Leadership and management	2

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:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## STATISTICAL INFORMATION

<b>Name of pre-school setting:</b>	Roddensvale Pre-School
<b>Address:</b>	Roddensvale Special School The Roddens LARNE Co Antrim BT40 1PU
<b>Management Type:</b>	Voluntary

<b>Date of inspection:</b>	22 October 2012
<b>Date of previous inspection:</b>	N/A

### 1. Details of Children

<b>Total number of children:</b>	<b>am session</b>	<b>pm session</b>
attending the pre-school setting	7	7
in their immediate pre-school year	5	7
funded by Department of Education (DE)	5	7
qualifying under DE admission criteria 1 & 2	0	
with a statement of special educational needs	4	5
without a statement but receiving therapy or support from other professionals for special educational needs	3	2
with English as an additional language	0	
who left in previous school year to attend reception provision within a primary school	0	
<b>Attendance:</b>		
attendance** of funded children for the previous school year	90.87%	

\* Special Educational Needs = fewer than five

\*\* Calculated from the date when the intake was complete

## 2. Details of Staff

<b>Number of:</b>	<b>Full-time</b>	<b>Part-time</b>
Staff, including leader	5	
Number of staff holding a recognised child care qualification	2	
Number of staff holding a recognised teaching qualification	2	
New appointments within previous 12 months		0

<b>Number of: ***</b>	
Students	1
Trainees	0

\*\*\* Total placements since September of current year

## 3. Details of Sessions

<b>Duration of morning session</b>	<b>Duration of afternoon session</b>	<b>Number of days open in previous year</b>
2½ hours	2½ hours	185

## 4. Parental Questionnaires

Number issued to parents:	13
Percentage returned	62%
Number of written comments:	0

## 1. Introduction

In 2010, the North Eastern Education and Library Board (NEELB) established a pre-school class in Roddensvale School, Larne for children with potential severe and complex special educational needs. Four of the children are attending the pre-school class for a second year. The children travel from a wide area including Carrickfergus and Greenisland.

## 2. Inspection methods and evidence base

The inspection evaluations are based on evidence gained from in-class observations and from a range of documentation provided by the school.

The views of the parents, the staff within the pre-school class, and the school's governors were sought through a confidential questionnaire prior to the inspection. Thirteen questionnaires were issued to the parents and eight were returned. All of the staff working in the pre-school class and five members of the management group also returned the questionnaires with written comments. All of the returns from the questionnaires indicated high levels of satisfaction with the work of the pre-school class. The reporting inspector shared the responses from the questionnaires with the staff and the members of the management group who attended the oral report back.

## 3. Overall finding of the inspection

In the areas inspected the quality of education provided by the pre-school is good; the pre-school class has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement in the provision for learning which the school has demonstrated the capacity to address. The inspectorate will monitor the school's progress on the areas for improvement.

Summary of key findings

Children's Achievements	Good
Quality of Provision	Good
Leadership and management	Good

## KEY FINDINGS OF THE INSPECTION

## 4. Children's Achievements

**The quality of the children's achievements is good.**

- During the inspection, almost all of the children engaged in the play activities provided including those in the recently extended outdoor area.
- Given the wide range of needs, the children are very well-settled for the time of year.

## **5. Provision for Learning**

**The quality of the provision for learning is good.**

- The quality of the arrangements for pastoral care in the pre-school class is outstanding. The staff have put much effort into helping the children settle and integrate into the class.
- The staff have created an attractive learning environment within the playroom. They make effective use of the space available to provide a range of activities to support learning in all aspects of the pre-school curriculum. The addition of photographs, natural and real items enhance the children's interest significantly. Too often, however, the staff miss opportunities to develop the children's language and learning, for example, during snack and outdoor play times.
- The staff are developing an approach to planning, to observing the children at play and to recording their responses. The staff recognise that overall the assessment process is at an early stage of development and have identified this as a priority within their action plans.
- A regular dialogue with parents is promoted through informal links, the use of home-school diaries and planned, regular opportunities for reporting on the children's progress.
- The children are provided with a healthy snack and drinks. They are provided with regular opportunities to engage in a range of physical activities, both indoors and outdoors.

## **6. Leadership and Management**

**The quality of leadership and management is good.**

- The staff are developing a culture of self-evaluation leading to improvement. They have identified key priorities for improvement, for example, developing the provision for outdoor play.
- On the basis of the evidence available at the time of the inspection, the pre-school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education.
- The staff have begun to meet and work collaboratively with the staff from the other two schools who have also introduced a new pre-school class. It will be important that the staff are given the opportunity to observe, and discuss, the provision in other pre-school settings.

## **CONCLUSION**

In the areas inspected, the quality of education provided by the pre-school class is good; the pre-school has important strengths in most of its educational and pastoral provision. The inspection has identified areas for improvement in the provision for learning which the school has demonstrated the capacity to address.

The areas for improvement include the need:

- for all of the staff to develop a greater understanding of the learning potential of each of the activities they provide for the children, particularly in relation to the development of language and communication skills; and
- the development of an observation and assessment process which ensures that the information is recorded in a systematic and manageable form which informs further planning in relation to individual children.

The Education and Training Inspectorate will monitor the pre-school's progress in addressing the area for improvement.



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