

# Education and Training Inspectorate PRE-SCHOOL INSPECTION



## Dunclug Nursery School, Ballymena, County Antrim

Controlled nursery school DE Ref No: 311-6165

Report of an Inspection (involving Action Short of Strike) in  
December 2019



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
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CUSTOMER  
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## INTRODUCTION

### 1. Context

Dunclug Nursery School is located on the Doury Road in Ballymena. The children attending the nursery school come from the local town and surrounding villages.

The trade unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute, and also workload and other management issues. The industrial action includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the nursery school informed the ETI that none of the teachers would be co-operating with the inspection. The principal co-operated with the inspection team in relation to their safeguarding responsibilities. The ETI has 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 as made available at the time of the inspection.

### 2. Views of parents and staff

As a result of the action short of strike, the nursery school did not distribute the online questionnaire information to parents and staff. Therefore it is not possible to report on the views of parents and staff.

### 3. Focus of the inspection

The ETI was unable to evaluate:

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

### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	Unable to assure the quality of education
<b>Outcomes for learners</b>	No performance level available
<b>Provision for learning</b>	No performance level available
<b>Leadership and management</b>	No performance level available

## KEY FINDINGS

### 5. Outcomes for learners

The ETI was unable to evaluate:

- the learning outcomes for 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;
- 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 management;
- the effectiveness and impact of the leadership; and
- the effectiveness of action to promote and sustain improvement.

## **8. Safeguarding**

During the inspection, the nursery provided evidence that the arrangements for safeguarding the children reflect broadly the guidance from the Department of Education. However, owing to the action short of strike, the ETI was unable to evaluate fully, the outworking of the arrangements for safeguarding in the nursery.

# **CONCLUSION**

## **9. Overall effectiveness**

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

### 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

The ETI use the following levels when reporting on governance:

High degree of confidence
Confidence
Limited confidence

The ETI use the following levels when reporting on safeguarding:

Reflects the guidance
Reflects broadly the guidance
Unsatisfactory

The ETI use the following levels when reporting on care and welfare:

Impacts positively on learning, teaching and outcomes for learners
Does not impacts positively enough on learning, teaching and outcomes for learners

## Overall effectiveness

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

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

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