

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



### Edenderry Nursery School, Belfast

Controlled nursery school DE Ref No (111-0003)

Report of an Inspection (Involving Action Short of Strike) in  
February 2019



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
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CUSTOMER  
SERVICE  
EXCELLENCE



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## 1. Context

Edenderry Nursery School occupies a purpose-built facility, situated in West Belfast, having moved from its previous site in November 2016. All of the children attending the nursery come from the local area. The nursery has a long-standing partnership with a maintained nursery school as part of the Shared Education Signature Project. The nursery has received its third Investor in People Award.

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have declared strike action/Action Short of Strike (ASoS) in relation to a pay dispute. This includes non-co-operation with the ETI. Prior to the inspection, the nursery informed the ETI that none of the teachers, including the principal, would 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.

<b>Number of children:</b>	<b>Class 1</b>	<b>Class 2</b>
Attending full-time	26	26
Funded by Department of Education	26	26
Without a statement but receiving therapy or support from other professionals for special educational needs	13	13
At CoP stages 3 or 4**	12	11
At CoP stages 1 or 2**	7	8
With English as an additional language	#	#

Average percentage attendance for the previous year.	81%
Number of days open in previous school year	185

**Source:** 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.

# fewer than 5

N/A not available

## 2. Views of parents and staff

As a result of the ASoS, the nursery 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 of the quality of education
<b>Outcomes for learners</b>	No performance level available
<b>Quality of provision</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 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 school development plan is informed by all stakeholders, including the children through their regular input to, and review of their learning. Whole staff development and training is planned for strategically.
- The ETI met with a representative of governors who is supportive of the work of the staff and exercise their challenge function appropriately. The representative governors have reported that there is a broad range of complementary skills and that the governors are actively involved in the life and work of the nursery and are committed fully to its further development.
- The school actively encourages the involvement of parents in the life of the nursery, through for example, the Getting Ready to Learn initiative. The Family Learning Assistant co-ordinates the extensive range of training courses for parents, offered as part of the Shared Education partnership. The school places a high priority on the development of the nursery in and beyond the local community. It has established links with local services to support the needs of children and parents across the community and with the primary schools to which the children transfer. Regular communication via the nursery's website, newsletters and a noticeboard keep parents and extended families informed about the life and work of the nursery.

The ETI was unable to evaluate fully:

- the effectiveness of strategic leadership and governance;
- the effectiveness and impact of the leadership; and
- the effectiveness of action to promote and sustain improvement.

## **8. Safeguarding**

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

## **9. Overall effectiveness**

Owing to the impact of the action short of strike being taken by the staff, 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 methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website <https://www.eti.gov.uk/publications/inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation>.

Inspectors observe learning and teaching through play, the children's achievements, progression and standards, scrutinised relevant documentation, and held formal and informal discussions with staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with those involved with leadership and management; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

Where, owing to the action short of strike, this evidence base was not available, it has been referenced in the body of the inspection report.

The arrangements for this inspection included:

- a meeting with the chair of the board of governors;
- a meeting with the non-teaching staff; and
- the review of the school's policies and documentation relating to the arrangements for safeguarding.

## Reporting terms used by the Education and Training Inspectorate

### 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%

### Performance levels

The ETI use the following performance levels when reporting on outcomes for learners, quality of provision and 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 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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