

Education and Training Inspectorate PRE-SCHOOL INSPECTION



Monkstown Nursery School, Newtownabbey, County Antrim

Controlled nursery school (311-6219)

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



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
SERVICE
EXCELLENCE



CONTENTS

Section	Page
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	2
4. Overall findings of the inspection	2
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	2
8. Safeguarding	3
9. Overall effectiveness	3

Appendices

- A. Health and safety
- B. Inspection methodology and evidence base
- C. Reporting terms used by the Education and Training Inspectorate

INTRODUCTION

1. Context

Monkstown Nursery School is located in a residential area of Newtownabbey. The nursery operates one full-time and two part-time funded sessions. There are two playrooms and a large well-maintained outdoor area. The children attending the nursery come from the local and wider surrounding areas. A new principal was appointed in December 2016.

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.

Number of children:	Class 1	Class 2	Class 3
Attending full-time	27	0	0
Attending part-time	0	26	25
Under 3 years of age*	0	0	3
Funded by Department of Education	27	26	25
With statement of special educational needs	#	#	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0	#	#
At CoP stages 3 or 4**	#	#	#
At CoP stages 1 or 2**	#	0	#
With English as an additional language	0	0	1

Average attendance for the previous year.	88%
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

A minority of the parents and most of the staff responded to the confidential questionnaire. All of the responses were extremely positive about all aspects of the nursery school. In particular the parents highlighted: the caring, kind, dedicated staff; the wide range of learning opportunities catering to the children's individual interests and needs; and, the regular updates on their children's progress. In written comments the staff praised the leadership of the principal and the strong collegial teamwork. The questionnaire responses were shared with the principal and a representative from the governors.

3. Focus of the inspection

The ETI was unable to evaluate:

- outcomes for learning;
- provision for learning; and
- leadership and management.

4. Overall findings of the inspection

Overall effectiveness	Unable to assure the quality of education
Outcomes for learners	No performance level available
Provision for learning	No performance level available
Leadership and management	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 ETI was unable to evaluate:

- 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 nursery school. Monkstown Nursery School needs to:

- update the Anti-bullying Policy to reflect more fully current DE guidance.

CONCLUSION

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.

Health and safety

- The perimeter of the site is not secure at the staff car park and garden area.

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.

© CROWN COPYRIGHT 2019

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