

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Brefne Nursery School,
Belfast

Report of a Follow-up inspection
in October 2016



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



FOLLOW-UP TO THE INSPECTION OF BREFNE NURSERY SCHOOL, BELFAST, BT15 5EB (111-0028)

The Education and Training Inspectorate (ETI) carried out an inspection of Brefne Nursery School in February 2015¹, which concluded that the school needed to address important areas for improvement in the interest of all the children.

The key areas identified were to:

- develop the curriculum planning to ensure there is sufficient progression and challenge in all aspects of the children's learning;
- ensure a greater level of consistency in the quality of the staff interactions with the children to fully promote all opportunities for learning; and
- continue to develop the processes for whole school improvement.

The school's action plans were adjusted appropriately in light of the feedback given by the ETI.

The ETI carried out two interim follow-up visits in October 2015 and April 2016 and a follow-up inspection (FUI) in October 2016.

In the interval since the initial inspection, the following actions or changes which affect the work of the school have taken place;

- a new principal was appointed and has commenced appropriate training to assist her in her role;
- the board of governors have been proactive in ensuring that the priorities for improvement identified throughout the FUI process have been addressed;
- members of the staff have carried out visits to other nursery settings to help inform practice; and
- the Education Authority has provided very good ongoing support, advice and guidance to the school to help bring about the necessary improvements.

Key Findings

The quality and effectiveness of leadership, management and action to promote improvement is now good. The permanent appointment of a new principal has had a settled influence on the working relationships within the nursery at all levels. All parties now have a shared vision for the work and future development of the nursery. The current draft actions plans identify several appropriate areas for development; however they do not fully reflect the areas identified at the time of the original inspection and the necessary continuing work to address these.

¹ <https://www.etini.gov.uk/publications/pre-school-inspection-brefne-nursery-school-belfast>

The quality of learning and teaching is now good. The new planning format in place is helpful in guiding the staff in their work with the children. On occasions the learning intentions are very general and should be more closely matched to all of the activities and resources to ensure learning opportunities are exploited fully. The staff know the children well and are beginning to gather valuable information about their progress and development using a variety of methods. The quality of the staff interaction with the children is of a very good quality. The staff engage readily with the children through appropriate questioning and discussion about their work and experiences and the children respond positively to the support and guidance provided by the staff.

The standards and achievements are now good. The children are very well settled for the time of year and are becoming familiar with the routines of the nursery; they often engage in purposeful and concentrated play indoors and outdoors. On occasions there is an over emphasis on all children completing set art activities.

Overall Effectiveness

Brefne Nursery School demonstrates the capacity to identify and bring about improvement in the interest of all the children. The ETI will monitor how the school sustains improvement in embedding and evaluating the new and planned practices and procedures in the nursery, particularly in relation to continuing to improve the methods of planning, assessment and the use of all available space in the nursery.

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