

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



Convent of Mercy Nursery School, Downpatrick, County Down

Maintained nursery DE Ref No (413-6212)

Report of a Follow-up Inspection in June 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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EXCELLENCE



## **FOLLOW-UP TO THE INSPECTION OF CONVENT OF MERCY NURSERY SCHOOL, DOWNPATRICK, BT30 6NF (413-6212)**

The Education and Training Inspectorate (ETI) carried out an inspection of Convent of Mercy Nursery School in April 2018<sup>1</sup>, which concluded that the nursery needed to address important areas for improvement in the interest of all the learners.

The areas for improvement were:

- to develop further planning and assessment methods to improve the overall quality of provision and outcomes for the learners; and
- to develop the process of self-evaluation in order to bring about further improvement to the arts and outdoor play provision.

The nursery action plans were of a good quality. The nursery development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in November 2018 and a follow-up inspection in June 2019.

In the interval since the initial inspection, the nursery has received external support provided by the Education Authority in relation to: school development planning, short-term planning, staff interactions and children's early mathematical development. Consequently, there have been improvements in the quality of education as reported in the key findings below.

During this period, other actions or changes which affect the work of the nursery include the staff visiting a range of other nursery schools to observe good practice.

### **Key findings**

The quality of provision is now good. The staff have undertaken a review of planning at all levels. They have identified appropriately the need to: develop further the role of the adult within the short-term planning; and, review progression of the children's learning within all areas of the pre-school curriculum. The planned programme for the arts provides the children with good opportunities to create and respond to music and to express their ideas through a range of art activities. The staff ask open-ended questions to develop the children's language and thinking skills and promote purposeful play; however they do not model sufficiently both language and role-play to enhance the children's imagination and confidence to assume and sustain play roles. The development of the outdoor play planning has impacted positively on the quality of the staff's interaction and the children's overall play experience. The staff use more effectively observations of the children's learning to inform the future planning.

The quality and effectiveness of leadership, management and action to promote improvement is now good. Access to professional development opportunities has enhanced the staff's understanding and use of self-evaluation. The collegial staff reflect regularly on their practice and have effected significant improvement in outdoor provision and the arts. Through self-evaluation, the staff have identified additional areas for development which focus clearly on improving the provision and the outcomes for the children. These priorities are incorporated into a well-constructed development plan.

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<sup>1</sup> [Pre-School Inspection - Convent of Mercy Nursery School, Downpatrick, County Down | Education Training Inspectorate](#)

## **Overall effectiveness**

Convent of Mercy Nursery School demonstrates the capacity to identify and bring about improvement in the interests of all the learners. The ETI will monitor how the nursery sustains improvement in:

- developing further the planning to identify more clearly the role of the adult within the short-term planning and the progression in learning within the long-and medium-term planning.

## 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<sup>2</sup>:

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 impact positively enough on learning, teaching and outcomes for learners

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<sup>2</sup> And the overall provision in a subject area or unit, as applicable.

## 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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