

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Trinity Nursery School,
Bangor, County Down

Controlled Nursery School

Report of an Inspection in
November 2018



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

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CONTENTS

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

Appendices

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

1. Context

Trinity Nursery School is situated near the centre of Bangor and operates 2 full-time funded sessions. The nursery school has been consistently over-subscribed for the last 18 years with the children attending coming from the greater Bangor area. The school has recently received a Families First Award and also been awarded its fourth Green Eco-flag. Since the last inspection, a new teacher has been appointed.

Number of children:	Class 1	Class 2
Attending full-time	27	26
Funded by Department of Education	27	26
With statement of special educational needs	#	0
Without a statement but receiving therapy or support from other professionals for special educational needs	0	0
At CoP stages 3 or 4**	5	#
At CoP stages 1 or 2**	#	5
With English as an additional language	#	0

Average percentage attendance for the previous year.	91%
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

2. Views of parents and staff

Just over half of the parents and all of the staff responded to the confidential questionnaire. The responses were extremely positive about all aspects of the life and work of the nursery school. The parents' written comments praised the staff's caring professionalism and expertise in meeting well the children's individual needs and also emphasised the nursery school's positive reputation within and valued contribution to the community. The staff comments reflected the supportive and productive team approaches to placing the child at the centre of everything they do.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, the inspection linked internal and external approaches to evaluate the:

- outcomes for the children;
- quality of provision for learning; and
- leadership and management.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Outstanding
Quality of provision	Outstanding
Leadership and management	Outstanding

5. Outcomes for learners

- Almost all of the children, including those with complex individual needs, settle and persist enthusiastically and purposefully in the consistently high-quality activities provided indoors and outdoors. They choose independently what they want to explore or where they want to play, building on their own natural curiosity to investigate and express their creative ideas. The children take pride in their learning and enjoy celebrating and sharing their efforts.
- The children listen attentively to stories, expanding their vocabulary, making predictions and articulating their feelings. They engage enthusiastically in well-planned music-making and physical development activities which are embedded in their regular routines. The children are developing well their understanding of a wide range of early mathematical concepts naturally within their play and self-management, including counting, measuring and comparing. A majority are developing very well their early-mark making and representational writing.
- The children are very interested in learning about the natural and man-made environment, developing their curiosity and knowledge about the world around them, including their own learning environment with the adjacent train station and nearby park and beach. They learn about scientific concepts in meaningful contexts, such as 'temperature' when making dough, through their Eco work and recycling efforts as 'green ambassadors', and caring for their vegetables and plants and visiting small wildlife.
- The children's personal, social and emotional development is a key strength. Their independence is already well-established; they choose the resources they need to extend their play and manage responsibly their regular daily routines, including labelling their work. The children approach the staff and visitors with confidence and show care and respect for one another and their resources.
- All of the children, including those who require additional support with aspects of their learning and development, are making outstanding continuous progress across all aspects of the pre-school curriculum.

6. Quality of provision

- Both indoors and outdoors, the staff provide a highly stimulating, richly resourced and well-organised learning environment. The wide range of authentic and natural resources and displays are easily accessed by the children to progress their self-reliance and to develop their active interest. For example, the attention and detail the staff have given to developing the outdoor learning including the music, construction and creative play areas enhance further the children's learning experiences and the standards they attain.

- The detailed and comprehensive planning is a key strength in the provision. The staff review and improve continuously all aspects of the pre-school curriculum to effect high levels of interest, progression and challenge within a well-connected blend of learning experiences. For example, the exceptional provision and planning for learning outdoors contribute greatly to the children's learning and all-round development.
- The staff's interactions with the children are of a consistently high quality. The learning conversations and high-quality questioning focus on developing the children's language, interest and problem-solving skills in all aspects of the play. The nursery school has a relaxed and welcoming atmosphere; the staff actively invite the parents for short daily play sessions, and value and build on the children's ideas to extend further their learning.
- The staff make highly effective use of software programmes in recording and reflecting on their regular observations and assessments of the children to inform and adapt the learning experiences across the six learning areas.
- The provision for supporting children who have additional learning needs is outstanding. The staff know the children very well and work hard to ensure every child is involved and integrated fully within the learning experiences and routines. The well-focused targets and strategies within the individual education plans and the nursery's highly effective links with a range of external professionals contribute greatly to the children's continuous progress.
- Based on the evidence available at the time of the inspection, the nursery school's approaches to care and welfare impact positively on the children's learning and all round development. The staff strive consistently to progress the children's well-being and learning within a child-centred learning environment, resulting in high quality outcomes for the children across all areas of the pre-school curriculum.

7. Leadership and management

- The inspiring and transforming leadership, the board of governors and the parents work proactively and strategically to secure positive development in all aspects of the nursery school's provision.
- The nursery development plan, and the associated action plans, have been informed by a well-embedded and rigorous self-evaluation process and provide clear strategic direction for continuous improvement. The staff use effectively the sources of first-hand evidence to inform, monitor and evaluate the quality of provision and the outcomes which the children attain.
- The board of governors understand how to exercise their responsibilities, including how to challenge as well as support the staff in their work. Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high level of confidence in the aspects of governance evaluated.

- The nursery school has developed numerous highly effective working relationships with the parents and others to benefit the children further. For example, the school contributes to collaborative training opportunities for the nursery cluster and gives the parents meaningful, frequent opportunities to be involved in their children's learning. Effective transition processes ensure the children move smoothly to the next stage of their learning. The high quality of the principal's and nursery's work has been recognised through various external awards.

8. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the Department of Education.

9. Overall effectiveness

Trinity Nursery School has a high level of capacity for sustained improvement in the interest of all the learners.

The ETI will monitor how the nursery school sustains improvement.

Inspection methodology and evidence base

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

Inspectors observed 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, including the principal, the chair of the Board of Governors and a parent governor; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

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 management¹:

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

¹ 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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