

Department of Education

Research on the Educational Outcomes of Pre-School Irish Medium Education

Final Appendices

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RSM McClure Watters (Consulting) Ltd, Dr. Eibhlín Mhic Aoidh (St Mary's University College, Belfast), Dr. Laoise Ní Thuairisg (National University of Ireland, Galway), Aileen Nic Íomhair (St John the Baptist Primary School, Portadown)

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1 APPENDIX 1: VISITS TO IME PRE-SCHOOL SETTINGS

1.1 Sources of Data

The Department of Education (DE) Statistics and Research Team provided a database of statistics relating to Irish-medium pre-schools which were collated from the 2014/15 annual school census. In addition, Comhairle na Gaelscolaíochta (CnaG) provided a database of statistics on Irish-medium (IME) pre-schools and primary schools. These databases were collated to establish an up-to-date and coherent picture of both voluntary and private IME pre-schools and statutory IME pre-schools in Northern Ireland (43 in total).

1.2 Sample of Pre-School Settings

On 17 April 2015, a letter was issued by DE advising all IME pre-school settings of this research. Altram and CnaG subsequently followed up with all IME pre-school settings to further encourage participation. During week commencing 20 April 2015 an email (drafted by the research team and approved by St. Mary’s University College Ethics Committee and the Project Steering Group) was sent to all Principals / Leaders of IME pre-school settings in Northern Ireland setting out:

- The purpose of the review;
- An invitation to participate;
- An overview of areas for discussion;
- Proposed dates / times for interviews; and
- Reassurance with regards to anonymity, etc.

Follow-up communication (via telephone and email) was then undertaken by the research team to arrange suitable dates and times for interviews to take place. Frequency tables were developed to ensure a representative sample. These tables are presented in Appendix 2 in summary form. The table below provides details on the number of IME pre-schools visited and whether voluntary and/or private or statutory.

Table 1:1 Number of Pre-Schools Visited

IME Pre-school Settings	Voluntary and Private		Statutory Nurseries		Total	
	N	%	N	%	N	%
Sample visited	20	67%	10	33%	30	100%
Total	29	67%	14	33%	43	100%
Sample as % of all	69%	n/a	71%	n/a	70%	n/a

Source: RSM McClure Watters (May 2015)

2 APPENDIX 2: PROFILE OF IRISH MEDIUM PRE-SCHOOL SETTINGS – SELECTED CHARACTERISTICS – ALL VS SAMPLE

This Appendix profiles all 43 IME pre-schools for several characteristics (region, Year Established, Pupils, Location (Urban/Rural), Type of Setting, Staff) separately for voluntary & private settings, and statutory settings, as well as overall. A profile of IME pre-schools in the sample visited is included to demonstrate representativeness.

2.1 By Education Authority Region

2.1.1 Voluntary & Private Settings

Table 2:1 Voluntary & Private Settings by Education Authority Region (formerly ELB)

Region (formerly ELB)	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
Belfast	3	10.3%	1	5.0%
North East	6	20.7%	4	20.0%
South East	4	13.8%	3	15.0%
Southern	9	31.0%	7	35.0%
Western	7	24.1%	5	25.0%
Total	29	100.0%	20	100.0%

Source: RSM IME Pre-schools Database (May 2015)

2.1.2 Statutory Settings

Table 2:2 Statutory Settings by region (formerly ELB)

Region (formerly ELB)	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
Belfast	5	35.7%	4	40.0%
North East	2	14.3%	1	10.0%
South East	0	0.0%	0	0.0%
Southern	3	21.4%	2	20.0%
Western	4	28.6%	3	30.0%
Total	14	100.0%	10	100.0%

Source: RSM IME Pre-schools Database (May 2015)

2.1.3 All Settings

Table 2:3 All Settings by Region (formerly ELB)

Region (formerly ELB)	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
Belfast	8	18.6%	5	16.7%
North East	8	18.6%	5	16.7%
South East	4	9.3%	3	10.0%
Southern	12	27.9%	9	30.0%
Western	11	25.6%	8	26.7%
Total	43	100.0%	30	100.0%

Source: RSM IME Pre-schools Database (May 2015)

2.1.4 Summary

Over half of IME pre-schools are located within the Southern and Western regions. The Belfast region is the only one where the number of IME pre-schools is greater in statutory settings than voluntary and private settings. In contrast, all IME pre-schools in the South East region are within voluntary and private settings. The distribution of settings across regions in the sample is broadly consistent with the distribution of the population of IME pre-schools across the regions.

2.2 By Year Established

2.2.1 Voluntary & Private Settings

Table 2:4 Voluntary & Private Settings by Year Established

No. of Years Established	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
0 to 5	2	6.9%	2	10.0%
6 to 10	5	17.2%	2	10.0%
11 to 15	6	20.7%	3	15.0%
16 to 20	9	31.0%	7	35.0%
21 to 25	2	6.9%	2	10.0%
26+	3	10.3%	2	10.0%
N/A*	2	6.9%	2	10.0%
Total	29	100.0%	20	100.0%

Source: RSM IME Pre-schools Database (May 2015)

*This information was not available for 2 pre-schools.

2.2.2 Statutory Settings

Table 2:5 Statutory Settings by Year Established

No. of Years Established	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
0 to 5	1	7.1%	0	0.0%
6 to 10	2	14.3%	1	10.0%
11 to 15	1	7.1%	1	10.0%
16 to 20	5	35.7%	5	50.0%
21 to 25	2	14.3%	1	10.0%
26+	3	21.4%	2	20.0%
Total	14	100.0%	10	100.0%

Source: RSM IME Pre-schools Database (May 2015)

2.2.3 All Settings

Table 2:6 All Settings by Year Established

No. of Years Established	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
0 to 5	3	7.0%	2	6.7%
6 to 10	7	16.3%	3	10.0%
11 to 15	7	16.3%	4	13.3%
16 to 20	14	32.6%	12	40.0%
21 to 25	4	9.3%	3	10.0%
26+	6	14.0%	4	13.3%
N/A*	2	4.7%	2	6.7%
Total	43	100.0%	30	100.0%

Source: RSM IME Pre-schools Database (May 2015)

*This information was not available for 2 pre-schools.

2.2.4 Summary

The modal range of years for which IME pre-schools across all settings in the have been established is 16-20 years (14 pre-schools), with profile of the sample corresponding with this distribution. The greatest difference between settings by year established relates to pre-schools which have been established for 11 to 15 years, with six such pre-schools being in voluntary and private settings, compared to only one in statutory settings.

Within voluntary and private settings, a greater proportion of IME pre-schools have been established for up to 15 years (44.8%), compared to statutory settings (28.5%). However, in each of the settings, five pre-schools have been established for 21 or more years. With regards to recently established IME pre-schools, three have been established for up to 5 years, with two of these in voluntary and private settings. The profile of pre-schools in the sample broadly corresponds to the overall population of pre-schools.

2.3 By Total Pupils

2.3.1 Voluntary & Private Settings

Table 2:7 Voluntary & Private Settings by Total Pupils

Total Pupils (incl. non funded)	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
0 to 5	0	0%	0	0.0%
6 to 10	1	3.4%	0	0.0%
11 to 15	6	20.7%	6	30.0%
16 to 20	8	27.6%	3	15.0%
21 to 25	9	31.0%	9	45.0%
26 to 30	4	13.8%	2	10.0%
31+	1	3.4%	0	0.0%
Total	29	100.0%	20	100.0%

Source: RSM IME Pre-schools Database (May 2015)

2.3.2 Statutory Settings

Table 2:8 Statutory Settings by Total Pupils

Total Pupils (incl. non funded) ¹	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
21 to 25	1	7.1%	1	10%
26 to 30	12	85.7%	8	80%
31+	1	7.1%	1	10%
Total	14	100.0%	10	100%

Source: RSM IME Pre-schools Database (May 2015)

¹ None of the statutory settings reported having fewer than 21 pupils.

2.3.3 All Settings

Table 2:9 All Settings by Total Pupils

Total Pupils (incl non funded)	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
0 to 5	0	0.0%	0	0.0%
6 to 10	1	2.3%	0	0.0%
11 to 15	6	14.0%	6	20.0%
16 to 20	8	18.6%	3	10.0%
21 to 25	10	23.3%	10	33.3%
26 to 30	16	37.2%	10	33.3%
31+	2	4.7%	1	3.3%
Total	43	100.0%	30	100.0%

Source: RSM IME Pre-schools Database (May 2015)

2.3.4 Summary

IME pre-schools differ across the settings with regards to the pupil numbers, with those in statutory settings more likely to have greater pupil numbers. Within voluntary and private settings, the modal range is 21-25 pupils, with nine pre-schools in the setting having pupil numbers that fall within this range. However, over half of pre-schools in voluntary and private settings, some 51.7%, have fewer than 21 pupils, with one pre-school having only six to 10 pupils. In contrast, within the statutory sector, the modal range is 26 to 30 pupils with some 85.7% of all pre-schools in the setting have pupil numbers that fall within this range. In contrast to voluntary and private settings, the lowest range of pupil numbers in the statutory setting is 21 to 25 pupils, with only one pre-school having pupil numbers in this range. The settings in the sample broadly correspond to these trends in the population.

2.4 By Location (Urban / Rural)²

2.4.1 Statutory Settings

Table 2:10 Statutory Settings by Location

Urban / Rural Settings	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
Urban	12	85.7%	8	80%
Rural	2	14.3%	2	20%
Total	14	100.0%	10	100%

Source: RSM IME Pre-schools Database (May 2015)

2.4.2 Summary

The majority of IME pre-schools in statutory settings, some 85.7%, are located in urban settings. The sample covered 71% of statutory IME pre-schools, with the profile of settings in the sample broadly commensurate with the urban/rural distribution of all IME pre-schools.

2.5 By Type of Setting / Nursery in a School / Unit³

2.5.1 Voluntary & Private Settings

Table 2:11 Voluntary & Private Settings by Type

Type of Setting	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
Playgroup in a school	13	44.8%	8	35.3%
Playgroup not in a school	16	55.2%	12	64.7%
Total	29	100.0%	20	100.0%

Source: RSM IME Pre-schools Database (May 2015)

² This information was only available for statutory settings.

³ In the data that was provided by DE, this characteristic was recorded differently for voluntary and private settings and statutory settings. As a result, a table for 'All Settings' could not be created for this characteristic.

2.5.2 Statutory Settings

Table 2:12 Statutory Settings by Nursery in a School / Unit

Nursery in a School / Unit	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
School	13	92.9%	9	90.0%
Unit	1	7.1%	1	10.0%
Total	14	100.0%	10	100.0%

Source: RSM IME Pre-schools Database (May 2015)

2.5.3 Summary

Within voluntary and private settings, IME pre-schools are marginally more likely to be set in a playgroup not in a school (55.2%), than set in a playgroup in a school (44.8%), with the profile of the sample congruent with this trend.

IME pre-schools in statutory settings were significantly more likely to be set in a nursery in a school (92.9%), rather than a nursery in a unit (7.1%), with the profile of the sample reflective of this distribution.

2.6 By Total Staff

Note: the staff referred to in this section include:

- Staff numbers included in this section include all staff on site (and where relevant may therefore include school staff):
 - for Voluntary and Private settings: the figures refer to supervisors, assistants and other;
 - for statutory settings: the figures refer to teachers, supervisors, assistants and other.
- In both voluntary and private settings and statutory settings, the “other” category refers to an early years specialist usually employed by Altram – typically none or 1 per setting.

2.6.1 Voluntary & Private Settings

Table 2:13 Voluntary & Private Settings by Total Staff

Total Staff in Setting	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
1 to 5	25	86.2%	17	85.0%
6 to 10	1	3.4%	0	0.0%
11 to 15	0	0%	0	0.0%
N/A* (not available)	3	10.3%	3	15.0%
Total	29	100%	20	100.0%

Source: RSM IME Pre-schools Database (May 2015)

2.6.2 Statutory Settings

Table 2:14 Statutory Settings by Total Staff

Total Staff in Setting	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
1 to 5	1	7.1%	0	0.0%
6 to 10	4	28.6%	2	20.0%
11 to 15	8	57.1%	7	70.0%
16 to 20	0	0.0%	0	0.0%
21 to 25	1	7.1%	1	10.0%
Total	14	100.0%	10	100.0%

Source: RSM IME Pre-schools Database (May 2015)

2.6.3 All Settings

Table 2:15 All Settings by Total Staff

Total Staff in Setting	No. of Settings on database	% of All Settings	No. of Settings in Sample	% of Settings in Sample
1 to 5	26	60.5%	17	56.7%
6 to 10	5	11.6%	2	6.7%
11 to 15	8	18.6%	7	23.3%
16 to 20	0	0.0%	0	0.0%
21 to 25	1	2.3%	1	3.3%
N/A* (not available)	3	7.0%	3	10.0%
Total	43	100.0%	30	100.0%

Source: RSM IME Pre-schools Database (May 2015)

2.6.4 Summary

The modal range of staff numbers in IME pre-schools in voluntary and private settings is one to five staff, with 25 out of 29 IME pre-schools having staff numbers in this range. In contrast, the modal range of staff numbers in statutory settings is 11 to 15, with 8 pre-schools, some 57.1% of the population of pre-schools in this setting having staff numbers in this range. Additionally, within the statutory setting, one pre-school had 21 to 25 staff. This variation in total staff between settings is likely attributable to the differences noted with regards to the number of total pupils in IME pre-schools in voluntary and private and statutory settings as set out in section 2.3 of this appendix. The profile of the sample broadly corresponds to the distribution of pre-schools in the total population.

Overall, across the 43 IME pre-school settings, there are:

- Voluntary and Private settings: 101 staff in total including supervisors, assistants and other or approximately 4 on average per setting;
- Statutory settings: 164 staff in total including teachers, supervisors, assistants and other or approximately 12 on average per setting.

3 APPENDIX 3: PROFILE OF IRISH MEDIUM PRE-SCHOOL SETTINGS – OTHER CHARACTERISTICS

This Appendix includes a profile of all IME pre-schools for several characteristics (Management Type, Newcomers, SEN, Religion, Deprivation Measure) separately for voluntary & private settings, and statutory settings, as well as overall.

In addition, data on numbers of pupils per setting by gender, funding and part time / full time status are also included.

3.1 By Management Type

3.1.1 All Settings

Table 3:1 All Settings by Management Type

Management Type	No. of Settings on Database					
	No. of Voluntary & Private Settings	% of Voluntary & Private Settings	No. of Statutory Settings	% of Statutory Settings	Total No. of Settings	% of All Settings
Voluntary	29	100.0%	0	0.0%	29	67.4%
Other Maintained	0	0.0%	12	85.7%	12	27.9%
Catholic Maintained	0	0.0%	2	14.3%	2	4.7%
Total	29	100.0%	14	100.0%	43	100.0%

Source: RSM IME Pre-schools Database (May 2015)

3.1.2 Summary

With regards to management type, two of the 14 IME pre-schools in the statutory setting, (14.3% of the total population of pre-schools in this settings) are Catholic Maintained, with the remaining 12 (85.7% of the population) classed as Other Maintained. As would be expected in the voluntary and private sector, all pre-schools had a management type of Voluntary. Given the greater number of pre-schools overall in voluntary and private settings, the Voluntary management type was in place in 67.4% of all IME pre-schools. Overall, the Catholic Maintained management type represented only 4.7% of all IME pre-schools.

3.2 By Newcomers⁴

3.2.1 All Settings

Table 3:2 All Settings by Total No. of Newcomers

Total No. of Newcomers	No. of Settings on Database					
	No. of Voluntary & Private Settings	% of Voluntary & Private Settings	No. of Statutory Settings	% of Statutory Settings	Total No. of Settings	% of All Settings
0	28	96.6%	12	85.7%	40	93.0%
Fewer than 5 (denoted by *)	1	3.4%	2	14.3%	3	7.0%
Total	29	100.0%	14	100.0%	43	100.0%

Source: RSM IME Pre-schools Database (May 2015)

3.2.2 Summary

Overall 40 out of 43 IME pre-schools across all settings (93.0% of total pre-schools), had no newcomers. Of the three pre-schools with newcomers, one was situated in the voluntary and private setting, with two in the statutory setting.

⁴ A newcomer pupil is one who has enrolled in a school but who does not have the satisfactory language skills to participate fully in the school curriculum, and the wider environment, and does not have a language in common with the teacher, whether that is English or Irish. This has previously been referred to as English an Additional Language. It does not refer to indigenous pupils who choose to attend an Irish medium school.

3.3 By Special Educational Needs

3.3.1 All Settings

Table 3:3 All Settings by Special Educational Needs (Pupils at Stages 1 – 4 on the Special Educational Needs Code of Practice)

No. of Pupils with Special Educational Needs	No. of Settings on Database					
	No. of Voluntary & Private	% of Voluntary & Private	No. of Statutory	% of Statutory	Total Settings	% of All Settings
0	20	69.0%	10	71.4%	30	69.8%
Fewer than 5 (denoted by *)	7	24.1%	2	14.3%	9	20.9%
5 to 9	2	6.9%	2	14.3%	4	9.3%
Total	29	100.0%	14	100.0%	43	100.0%

Source: RSM IME Pre-schools Database (May 2015)

3.3.2 Summary

Approximately three in 10 IME pre-schools, some 30.2% of the total population, have pupils with some level of special educational needs. With regards to setting, nine pre-schools in voluntary and private settings (31% of pre-schools in this setting), had pupils with some level of special educational needs, compared to four schools in statutory settings (28.6% of pre-schools in this setting).

Seven IME pre-schools in voluntary and private settings (24.1% of pre-schools in this setting) had fewer than five pupils with some level of special educational needs (pupils at stages 1 – 4 on the Special Educational Needs (SEN) Code of Practice). Similarly, two pre-schools in IME statutory settings (14.3% of pre-schools in this setting) have fewer than five pupils with some level of special educational needs (pupils at stages 1 – 4 on the Special Educational Needs Code of Practice). In these cases, the exact number of pupils per setting is not disclosed due to DE non-disclosure requirements.

Overall, four IME pre-schools (2 voluntary & private settings and 2 statutory settings) have between five and nine pupils at stages 1–4 on the SEN Code of Practice, representing 9.3% of all pre-schools in the total population across settings.

In addition, one of the voluntary and private IME pre-school settings has a number of pupils with a statement of special educational needs – though the number of pupils per setting is not disclosed due to DE non-disclosure requirements. Similarly, one of the statutory IME pre-school settings has a number of pupils with a statement of special educational needs – though the number is not disclosed.

3.4 By Religion

3.4.1 Voluntary & Private Settings

Table 3:4 Voluntary & Private Settings by Pupils' Religion

Religion	No. of Schools where No. of Pupils = 0	No. of Schools where Data Not Disclosed (* or #)	No. of Schools where Data Disclosed and 5 or More	Sum of Pupils	% of All Pupils
Protestant	26	3	0	0	0.0%
Catholic	10	16	3	34	6.0%
Other Religion	3	13	13	183	32.6%
Religion Not Disclosed	N/A	N/A	N/A	345	61.4%
Total	0	0	29	562	100.0%

Source: RSM IME Pre-schools Database (May 2015)

3.4.2 Statutory Settings

Table 3:5 Statutory Settings by Pupils' Religion

Religion	No. of Schools where No. of Pupils = 0	No. of Schools where Data Not Disclosed (* or #)	No. of Schools where Data Disclosed and 5 or More	Sum of Pupils	% of All Pupils
Protestant	9	5	0	0	0.0%
Catholic	0	12	2	55	13.9%
Other Religion	5	7	2	19	4.8%
Religion Not Disclosed	N/A	N/A	N/A	323	81.4%
Total	0	0	14	397	100.0%

Source: RSM IME Pre-schools Database (May 2015)

3.4.3 All Settings

Table 3:6 All Settings by Pupils' Religion

Religion	No. of Schools where No. of Pupils = 0	No. of Schools where Data Not Disclosed (* or #)	No. of Schools where Data Disclosed and 5 or More	Sum of Pupils	% of All Pupils
Protestant	35	8	0	0	0.0%
Catholic	10	28	5	89	9.3%
Other Religion	8	20	15	202	21.1%
Religion Not Disclosed	N/A	N/A	N/A	668	69.7%
Total	0	0	43	959	100.0%

Source: RSM IME Pre-schools Database (May 2015)

3.4.4 Summary

Across the settings, religion was not disclosed for 668 pupils, some 69.7% of total pupils recorded at IME pre-schools. In voluntary and private settings, religion was not disclosed for 345 pupils (61.4% of pupils in this setting), whilst in statutory settings religion was not disclosed for 323 pupils (81.4% of pupils in this setting).

Within voluntary and private settings, 26 of the 29 pre-schools reported having no Protestant pupils, with data not disclosed for the remaining three schools. Similarly in statutory settings, nine pre-schools reported no Protestant pupils, with the remaining five pre-schools not disclosing this data. Overall across the settings, 35 out of 43 IME pre-schools reported no recorded Protestant pupils.

Pupils recorded as Catholic accounted for 9.3% of total pupils (some 89 pupils) across both settings. Overall 10 pre-schools (all in voluntary and private settings) reported no Catholic pupils, while this data was not disclosed by 28 pre-schools.

Pupils recorded as being of other religions represented over one fifth (21.1%) of total pupil numbers. In voluntary and private settings, pupils of other religion accounted for 32.6% of pupils, while accounting for 4.8% of pupils in statutory settings.

3.5 By Ethnicity

3.5.1 Voluntary & Private Settings

Table 3:7 Voluntary & Private Settings by Ethnicity

Ethnicity	No. of Schools where No. of Pupils = 0	No of schools where data not disclosed (* or #)	No. of Schools where Data Disclosed and 5 or More	Sum of Pupils	% of All Pupils
White	0	7	22	371	66.0%
Non-white	22	7	0	0	0.0%
Ethnicity Not Disclosed	n/a	n/a	n/a	191	34.0%
Total	0	0	29	562	100.0%

Source: RSM IME Pre-schools Database (May 2015)

3.5.2 Statutory Settings

Table 3:8 Statutory Settings by Ethnicity

Ethnicity	No. of Schools where No. of Pupils = 0	No of schools where data not disclosed (* or #)	No. of Schools where Data Disclosed and 5 or More	Sum of Pupils	% of All Pupils
White	0	8	6	153	38.5%
Non-white	6	8	0	0	0.0%
Ethnicity Not Disclosed	n/a	n/a	n/a	244	61.5%
Total	0	0	14	397	100.0%

Source: RSM IME Pre-schools Database (May 2015)

3.5.3 All Settings

Table 3:9 All Settings by Ethnicity

Ethnicity	No. of Schools where No. of Pupils = 0	No of schools where data not disclosed (* or #)	No. of Schools where Data Disclosed and 5 or More	Sum of Pupils	% of All Pupils
White	0	15	28	524	54.6%
Non-white	28	15	0	0	0.0%
Ethnicity Not Disclosed	n/a	n/a	n/a	435	45.4%
Total	0	0	43	959	100.0%

Source: RSM IME Pre-schools Database (May 2015)

3.5.4 Summary

Some 28 IME pre-schools disclosed ethnicity data (22 pre-schools in voluntary and private settings, and six in statutory settings), with these pre-schools reporting having five or more recorded White pupils, and no Non-white pupils. However 15 schools did not disclose ethnicity data.

In voluntary and private settings, White pupils accounted for 66% of pupils (371 pupils), with ethnicity not disclosed for the remaining 34% (191 pupils). By contrast in the statutory sector, ethnicity was not disclosed for 61.5% of pupils (244 pupils), while pupils recorded as White accounted for 38.5% of pupils (153 pupils).

3.6 By Deprivation Measure⁵

3.6.1 Voluntary & Private Settings

Table 3:10 Voluntary & Private Settings by Deprivation Measure

Deprivation Measure	No. of Schools where No. of Pupils = 0	No of schools where data not disclosed (* or #)	No. of Schools where Data Disclosed and 5 or More	Sum of Pupils	% of All Pupils
Job Seekers Allowance	4	19	6	39	6.9%
Job Seekers Allowance Not Disclosed	N/A	N/A	N/A	523	93.1%
Total	0	0	29	562	100.0%

Source: RSM IME Pre-schools Database (May 2015)

3.6.2 Statutory Settings

Table 3:11 Statutory Settings by Deprivation Measure

Deprivation Measure	No. of Schools where No. of Pupils = 0	No of schools where data not disclosed (* or #)	No. of Schools where Data Disclosed and 5 or More	Sum of Pupils	% of All Pupils
Full School Meals Eligible	1	0	13	180	45.3%
Full School Meals Eligible Not Disclosed	n/a	n/a	n/a	217	54.7%
Total	0	0	14	397	100.0%

Source: RSM IME Pre-schools Database (May 2015)

⁵ In the data that was provided by DE, this characteristic was recorded differently for voluntary and private settings and statutory settings. As a result, a table for 'All Settings' could not be created for this characteristic.

3.6.3 Summary

Data regarding deprivation measures was not disclosed by 19 of the 29 IME pre-schools in voluntary and private settings (representing 523 pupils). Of the remaining 10 pre-schools, four reported no pupils from households with Job Seekers Allowance claimants. However six pre-schools reported five or more pupils from households claiming Job Seekers Allowance, representing some 39 pupils.

In statutory settings, 13 of the 14 IME pre-schools reported five or more pupils who were Full School Meals Eligible, representing 180 pupils, some 45.3% of pupils at IME pre-schools in statutory settings.

3.7 Additional Profile Information

The following tables provide additional profile information for pupils in voluntary and private settings and statutory settings.

3.7.1 Voluntary & Private Settings

Table 3:12 Additional Profile Information for Voluntary & Private Settings

Pupil Profile Information for Voluntary & Private Settings	Base (i.e. No. of pre-schools with data for this characteristic)	Min.	Max.	Mean	Median	Mode	Sum
Total Pupils (including non-funded)	29	10	31	19	19	16	562
Funded Pupils	29	6	26	17	16	16	488
Morning Pupils	29	6	26	17	16	16	488
Afternoon Pupils	29	0	0	0	0	0	0
Boys	29	1	17	9	9	9	257
Girls	29	3	13	8	8	9	231

Source: RSM IME Pre-schools Database (May 2015)

3.7.2 Statutory Settings

Table 3:13 Additional Profile Information for Statutory Settings

Pupil Profile Information for Statutory Settings	Base (i.e. No. of pre-schools with data for this characteristic)	Min.	Max.	Mean	Median	Mode	Sum
Total Pupils	14	22	52	28	26	26	397
Full-time Pupils	14	0	52	25	26	26	345
Part-time Pupils (morning)	14	0	26	4	0	0	52
Part-time Pupils (afternoon)	14	0	0	0	0	0	0
Part-time Pupils (morning & afternoon)	14	0	26	4	0	0	52
Male	14	11	30	14	13	13	196
Female	14	11	22	14	14	13	201

Source: RSM IME Pre-schools Database (May 2015)

3.7.3 Summary

As noted in Appendix 2, Section 2.3, pupil numbers in IME pre-schools vary between voluntary and private settings, and statutory settings. Within voluntary and private settings, the average number of pupils at each pre-school is 19, with a minimum of 10 and a maximum of 31 pupils. Pupil sizes are significantly larger in pre-schools in statutory settings, where there are an average of 28 pupils per pre-school, with a minimum of 22 pupils and a maximum of 52 pupils.

Attendance patterns also differ between IME pre-schools settings. Within voluntary and private settings, all pupils attending IME pre-schools are morning pupils. The situation is somewhat different in statutory settings. In this setting, 52 pupils (some 13.1%) are classified as part-time pupils who attend in the morning only, while 345 pupils (86.9%) are full-time pupils, attending morning and afternoon.

4 APPENDIX 4: TRENDS IN IM PRE-SCHOOL EDUCATION

The following table presents data on a range of characteristics for pre-school IME settings over several years; data are included from 2004/05 to 2014/15 for:

- Number of pre-school settings;
- Number of pupils;
- Number of staff.

It is important to note that this covers all IME pre-school settings – not just those that are funded by DE.

Table 4:1 IME pre-school settings, pupils and staff 2004/05 – 2014/15

Year	Number			Ratio		
	Pre-school Settings	Pupils	Staff	Pupils to Schools	Staff to Schools	Pupils to Staff
2004/05	44	855	129	19.4	2.9	6.6
2005/06	44	937	142	21.3	3.2	6.6
2006/07	42	920	158	21.9	3.8	5.8
2007/08	43	1076	152	25.0	3.5	7.1
2008/09	46	998	160	21.7	3.5	6.2
2009/10	44	997	146	22.7	3.3	6.8
2010/11	45	1114	146	24.8	3.2	7.6
2011/12	45	1048	140	23.3	3.1	7.5
2012/13	45	1073	143	23.8	3.2	7.5
2013/14	44	988	137	22.5	3.1	7.2
2014/15	46	1127	135	24.5	2.9	8.3
Absolute change 2004/05-2014/15	2	272	6	5.1	0.0	1.7
% change 2004/05-2014/15	4.5	31.8	4.7	26.1	0.1	26.0

Source: Based on data provided by CnaG, April-May 2015

Between 2004/05 and 2014/15, there has been a modest increase in the number of pre-school settings and staff (<5%) but a substantial increase in the number of pupils (an increase of over 30%) – as follows:

- Number of pre-school settings has increased by 2 (+4.5%) from 44 to 46;
- Number of pupils has increased by 272 (+31.8%) from 855 to 1127;
- Number of staff has increased by 6 (4.7%) from 129 to 135.

This is also reflected in the substantial increase in both pupil: school and pupil: staff ratios, whilst the staff: school ratio has remained largely unchanged – as follows:

- Pupil: school ratio has increased by 5.1 (+26.1%) from 19.4 to 24.5;
- Staff: school ratio has remained the same at 2.9;
- Pupil: staff ratio has increased by 1.7 (+26.0%) from 6.6 to 8.3.

5 APPENDIX 5: INVITATION TO PARTICIPATE / CONSENT FORM (ENGLISH MEDIUM AND IRISH MEDIUM)

Dear Teacher/Stakeholder,

We are inviting you to take part in this Research Project:

RESEARCH ON THE EDUCATIONAL OUTCOMES OF PRE-SCHOOL IRISH-MEDIUM EDUCATION

The research has been commissioned by the Department of Education and is a joint project by St Mary's University College and McClure Watters (Consulting) Ltd. The research aims to identify, examine and comment on the learning outcomes, set or expected, for Irish-medium pre-schools; the criteria used to establish these outcomes; and the methods used to assess the degree to which the desired outcomes are being achieved in Irish-medium pre-schools.

To achieve this we would like to conduct a short interview with you (30 minutes) either at your school or by telephone. The interview can be conducted in either Irish or English according to your wishes and the researcher will take notes during the interview. A member of the research team will contact you by telephone to arrange a time for interview with your consent.

We will adhere to the St Mary's University College Code of Practice for Research and with BERA (2011) *Ethical Guidelines for Educational Research* (www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf). We ask your consent to participate in the research. Participation is voluntary. We affirm that neither your name nor the name of the school will be mentioned in the report. You can withdraw from the research at any time during the process. If you have any queries about the research please contact me as research project manager: e.mhicaoidh@smucb.ac.uk or June Graham, RSM McClure Watters: june.graham@rsmmcw.com

Eibhlín Mhic Aoidh

✂.....

Tick the relevant boxes:

I consent to be interviewed for this research

I agree that my responses may be used in the report and in papers published in academic journals in presentations at research conferences.

Name (Block Capitals).....

Signature:

Date:

A Mhúinteoir Dhil,

Iarraimid ort bheith páirteach sa tionscadal taighde seo:

RESEARCH ON THE EDUCATIONAL OUTCOMES OF PRE-SCHOOL IRISH-MEDIUM EDUCATION

Tá an taighde maoinithe ag an Roinn Oideachais agus is comhfhiontar é idir Coláiste Ollscoile Naomh Muire agus McClure Watters (Consulting) Ltd. Déanfaidh an taighde iniúchadh ar na spriocanna foghlama atá leagtha amach nó a bhfuil dúil leo i naíscoileanna lán-Ghaeilge, na critéir atá in úsáid leis na spriocanna a chur i bhfeidhm agus na modhanna measúnaithe atá in úsáid lena bhfuil bainte amach a aimsiú ó thaobh na spriocanna inmhianaithe foghlama de.

Chuige sin ba mhaith linn agallamh gairid (30 bomaite) a dhéanamh leat ar shuíomh na scoile nó trí scairt ghutháin. Glacfaidh an taighdeoir nótaí le linn an agallaimh. Is féidir an t-agallamh a dhéanamh trí mheán na Gaeilge nó trí mheán an Bhéarla, de réir mar a thig sé de mhian ort. Rachaidh duine ón fhoireann taighde i dteagmháil leat le do chead leis an am a shocrú d'agallamh.

Cloifimid leis an Chód Cleachtais do thaighde atá ag Coláiste Ollscoile Naomh Muire agus le BERA (2011) *Ethical Guidelines for Educational Research* (www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf).

Iarraimid aontú uait bheith páirteach sa taighde. Geallaimid nach mbeidh d'ainm nó ainm na scoile luaite sa tuairisc. Is féidir leat tarraingt siar ón taighde ag am ar bith le linn an phróisis. Ma tá aon cheist agat téigh i dteagmháil liom mar bhainisteoir an tionscadail e.mhicaoidh@smucb.ac.uk nó June Graham june.graham@rsmmcw.com

Le buíochas

Eibhlín Mhic Aoidh

✂.....

Cuir tic le gach bosca ábhartha:

Tá mé sásta bheith páirteach in agallamh

Toilim go mbeidh mo chuid freagraí in úsáid mar chuid de thuairisc agus mar pháipéar a foilsífeáir in iris acadúil nó mar chur i láthair ag comhdháil taighde amach anseo.

Ainm (Bloclitreacha).....

Síniú:.....

Dáta:.....

6 APPENDIX 6: INTERVIEWS IN PRE-SCHOOL SETTINGS – TOPIC GUIDE

Introduction

Many thanks for signing the consent letter and for agreeing to take part in this research project which is funded by the DE and which aims to find out what you think are the expected learning outcomes for Irish-medium pre-schools, how these are established and the methods used to assess if pupils have achieved the expected outcomes. This will be more a discussion than an interview. You understand from the consent letter that your answers will be anonymous and your school will not be named in the report.

There will be 3 parts to our discussion. First I will ask some general background information about your pre-school setting. Then we will talk about the learning outcomes of pupils and we are especially interested in their Irish language development as that is what makes IM pre-schools unique. The final section is about staff qualifications and needs as Irish-medium educators.

General Information

- i. Number of children aged 3-4
- ii. Number of younger children in setting
- iii. Number of part-time and/or full-time children
- iv. Does the setting have a one-year programme or a two year programme?
- v. What are the sources of funding? (PEAG/Early Years/LMS/Parental Contribution/Fundraising/Other)
- vi. How long has the setting been established?
- vii. What type of setting is it? (Nursery class, Voluntary)
- viii. Do you have a feeder Irish-medium provider?
- ix. What percentage of children transfer to an IM primary school?!
- x. Number of staff
- xi. Qualifications of staff (Childcare/Education/Irish/Other)
- xii. Have staff attended courses related to Irish-medium education?
- xiii. Your role in the setting (Nursery Teacher/Nursery Leader/Other)
- xiv. Type of accomodation (in a permanent building/in a mobile/other)
- xv. Is the pre-school accomodation shared by any other organisation?
- xvi. What organisations support your pre-school? (CASS officers/Altram/Early Years/Others)
- xvii. What type of support is given? (General early years support/ Irish-medium support)
- xviii. Do you collaborate with other settings in any way?

2. Pre-school Outcomes

In this part of the discussion I want to focus on the learning outcomes of pupils in your settings i.e. what your pupils are expected to achieve during their pre-school year. We are particularly interested in the outcomes related to the Irish language and how pupils can show their understanding of Irish and the ways they can use the language by the end of their time in the Naíscoil.

2.1 Does your Naíscoil set language-specific outcomes that you want your pupils to achieve during their pre-school year ([related to undersanding Irish/speaking Irish](#))?

2.2 How are they set? (Naíscoil planning documents/pre-school curricular guidance/ DE documentation/other documents) ([related to undersanding Irish/speaking Irish](#))

2.3 What way do you assess the language-specific outcomes ([related to undersanding Irish/speaking Irish](#))?

2.4 What way do you record what your pupils have achieved at the end of the year? ([In general/ in relation to Irish/ CCEA Transition Form/ Other](#))

2.5 How do you report pupils' progress to parents? ([General early years outcomes/language-specific outcomes](#))

2.6 How do you report pupils' achievements to the primary school/primary one teacher? ([General early years outcomes/language-specific outcomes](#))

2.7 What are the strengths of your practice regarding promoting the immersion language? Any improvements you suggest?

2.8 How do you judge how well your setting/children are doing related to undersanding Irish/speaking Irish?

2.9 When was you last inspection? What was the ETI evaluation of the children's progress and outcomes related to Irish language development? ([Did the ETI speak Irish/ask about pupils' language background/comment on pupils' progress related to Irish language](#))

2.10 Do you think there is a consistent approach across IM pre-schools in relation to developing the children's Irish?

2.11 If not should there be?

2.12 What should consistent guidance look like?

2.13 Who do you think should develop guidance for Irish language good practice in the Naíscoil?

2.14 Can you give me some examples of pre-school outcomes related to Irish that you think are important?

3. Staff Information

This final part of the interview is to give us a snapshot of the Irish language competence of staff across all Naíscoil settings and what other support or courses they would like. We will be asking you some questions about your qualifications and

competence in Irish. This information will be added to that of all other schools. It will not be used in any way to single out you or your school. You will not be named in any report nor will your school be named.

3.1 If you are a learner of Irish which of the following describes how you learnt Irish?

Underline all relevant statements

I speak Irish at home

I learnt Irish as a pupil in an Irish-medium School

I learnt Irish as a pupil in an English-medium School.

I attended courses in the Gaeltacht.

I attended night classes

Other (please explain).....

3.2 Have you any Irish language qualifications?

3.3 Please think about the following statements and match them to the numbers

	[1 – Agree strongly 3 – Don't know 5 – Strongly disagree]					2 – Agree 4 – Disagree				
a. I use Irish competently during daily nursery routines.	1	2	3	4	5					
b. I can use social language to meet and greet the children in Irish.	1	2	3	4	5					
c. I can read/tell stories to the pupils.	1	2	3	4	5					
d. I can engage with routine songs and rhymes.	1	2	3	4	5					
e. I can talk with the children during their play routines.	1	2	3	4	5					
f. I can ask questions in Irish during discussions.	1	2	3	4	5					
g. I can use Irish in spontaneous unplanned language activities.	1	2	3	4	5					
h. I am satisfied with my current level of fluency in Irish.	1	2	3	4	5					
i. I attend classes to improve my Irish	1	2	3	4	5					
j. I would like to attend courses to improve my Irish.	1	2	3	4	5					

3.6 What additional courses would benefit the staff in your setting?
([Childcare/immersion issues/ Irish language](#))

3.7 Is there anything else you would like to say about the things we discussed today?

Many thanks for taking part in the interview. If we need to clarify anything or if we need any more information can one of the research team contact you by either phone or e-mail?

Contact details:

7 APPENDIX 7: STAKEHOLDER CONSULTATIONS – TOPIC GUIDES

Table 7:1 Topics for Discussion

Organisation	Indicative Topics
ETI	<p>Can you give examples of expected language learning outcomes for IM pre-school education?</p> <p>How were these established?</p> <p>What assessments have you observed in IM schools currently used to determine if these learning outcomes have been achieved?</p> <p>Where have these come from?</p> <p>What are the strengths and weaknesses of these approaches in terms of outcomes (e.g. the appropriateness, validity and reliability of the outcomes)?</p> <p>What are the indicators used to assess quality of provision in IM pre-schools?</p> <p>Could you outline the quality standards used by ETI include specific outcomes related to IM pupils' language development?</p> <p>Have you observed a consistent approach in the sector? (whether it exists, whether there is a need)</p> <p>What additional guidance/ support would you consider is required by educators in assessing immersion language learning outcomes?</p> <ul style="list-style-type: none"> • what form / content is required? • who should develop / provide the guidance? • examples of good practice that could inform this
CCEA	<p>Details of guidance issued by the Council for the Curriculum, Examinations and Assessment (CCEA) to Irish-medium settings including any guidance issued by relevant Irish-medium organisations about the processes and procedures used to assess the progress of pupils in Irish-medium pre-schools.</p> <p>To what extent is guidance sector wide (i.e. catering for English-Medium and Irish-Medium) and to what extent is it customised to the Irish-Medium pre-school sector?</p> <p>What are your views on the need for Irish-Medium guidance?</p>
CnaG	<p>How are immersion language learning outcomes assessed in IM pre-school settings at present?</p> <p>What are the strengths/weaknesses of current situation?</p> <p>Is there is a consistent approach in the sector (whether it exists, whether there is a need)</p> <p>What additional guidance/ support is required by educators in assessing immersion</p>

Organisation	Indicative Topics
	<p>language learning outcomes?</p> <ul style="list-style-type: none"> • What form / content is required? • Who should develop / provide the guidance and/or support? • Can you give examples of best practice which could inform the development of guidance?
<p>Altram (the Irish language organisation for preschools in Northern Ireland)</p>	<p>What is the practice in your organisation re providing advice and support to assess learning outcomes in IM sector?</p> <p>Is there is a consistent approach in the sector (whether it exists, whether there is a need)?</p> <p>What are the strengths/weaknesses of current situation in the IM pre-school sector?</p> <p>What additional guidance/ support is required by educators in assessing immersion language learning outcomes?</p> <ul style="list-style-type: none"> • What form / content is required? • Who should develop / provide this guidance and support? • Can you give examples of good practice that could inform this guidance/support? <p>Access to information about material available to support IME pre-school for example material which Altram has already drafted and/or is developing including:</p> <ul style="list-style-type: none"> • training manual for early years immersion education Two Windows on the World • currently drafting a new qualification for early years immersion education in conjunction with University of Ulster. [NB this has been done and the course has run in UU and in the Northwest]
<p>The Early Years Organisation</p>	<p>What guidance/ support do you give IM staff for assessing learning outcomes in IM sector</p> <p>What guidance/ support do you give IM staff for assessing immersion language learning outcomes</p> <p>In your experience do you think the current provision is sufficient / adequate for the needs of the Irish-medium sector?</p> <p>What additional guidance/ support is required by IM educators in assessing immersion language learning outcomes?</p> <ul style="list-style-type: none"> • What form / content is required for this guidance and/or support? • Who should develop / provide this guidance and support? • Can you give examples of good practice in the IM sector that could inform this guidance/support?
<p>IM CASS Officers (Education</p>	<p>As per topic list used for Altram</p>

Organisation	Indicative Topics
Authority)	
Foras na Gaeilge	<p>What is the practice in your organisation re providing advice and support to assess learning outcomes in IM sector?</p> <p>Is there is a consistent approach in the sector (whether it exists, whether there is a need)?</p> <p>What are the strengths/weaknesses of current situation in the IM pre-school sector?</p> <p>What additional guidance/ support is required by educators in assessing immersion language learning outcomes?</p> <ul style="list-style-type: none"> • What form / content is required? • Who should develop / provide this guidance and support?
St Mary's University College	<p>What role does your organisation have in supporting Irish medium pre-school education?</p> <p>Have you observed a consistent approach to assessing language related outcomes in the sector?</p> <p>What are the indicators used to assess quality of provision in IM pre-schools?</p> <p>Could you outline the quality standards related to IM pupils' language development?</p>
Stranmillis University College	<p>What additional guidance / support do you think is required by educators in assessing immersion language learning outcomes?</p> <ul style="list-style-type: none"> • What form / content is required? • Who should develop / provide this guidance? • Can you provide examples of good practice that could inform this?

8 APPENDIX 8: STAKEHOLDER CONSULTATIONS – ORGANISATIONS CONSULTED

Table 8:1 Stakeholder Consultations

Role	Organisation	Status
Director, Irish Medium and Integrated Education Project Team	DE	Recommended that colleagues in ETI and practitioners could provide contributions that would more closely align with Terms of Reference
Head of Team – Irish Medium and Integrated Education Project Team	DE	
IM Inspector, Inspection Services Branch	ETI	Friday 29 May at 3pm (face-to-face)
IM Inspector, Inspection Services Branch	ETI	
Assistant Chief Inspector for Pre-school, Primary, Special Education and Inclusion, IME, AEP, Sharing Education, Development Plans	ETI	
Education Manager, Irish-medium Primary Curriculum and Assessment	CCEA	Monday 18 May at 11am (Telephone)
Senior Development Officer	Comhairle na Gaelscolaíochta	Wednesday 20 May at 2:30pm (Face-to-face)
Principal of Gaelscoil na bhFál and Chairperson and education advisor with Altram	Altram (Irish language organisation for pre schools in Northern Ireland)	Friday 29 May at 12pm (Face-to-face)
CEO	The Early Years Organisation (Provides support for early years sector)	Wednesday 20 May at 9:00am (Telephone)
IM CASS Officer, Literacy Advisor	Education Authority NI	Tuesday 19 May at 2:30pm (Telephone)
IM CASS Officer, Numeracy Advisor		

Role	Organisation	Status
Deputy CEO/Director, Educational Services	Foras na Gaeilge	Wednesday 20 May at 10:30am (Face-to-face)
Irish Medium Post-Primary PGCE Coordinator	St Mary's University College	Tuesday 23 June at 12pm (Telephone)
Resource Unit Education Officer	St Mary's University College	Monday 22 June at 11:00am (Telephone)
Head of Early Years Education Early Childhood Education	Stranmillis University College	Monday 22 June at 2:00pm (Telephone)

Source: Stakeholder list developed by RSM McClure Watters & St. Mary's University College (approved by DE and Steering Group, May 2015)
