



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



Education and Training Inspectorate

Report of a Follow-up Inspection

of

**Naíscoil Eoghain
Cookstown**

May 2014

REPORT OF A FOLLOW-UP INSPECTION OF NAÍSCOIL EOGHAIN, COOKSTOWN

The focused inspection of Naíscoil Eoghain, in October 2012, highlighted strengths in the children's attitude to their learning and the quality of the pastoral care provided for the children. The inspection identified the need for improvement in the following key areas:

- the methods of planning and assessment to provide a broad and balanced programme of activities that progress throughout the year and meet the children' s differing needs;
- improve the provision for outdoor energetic and physical play;
- ensure that the staff have a full understanding of the learning potential of all activities; and
- provide the staff with appropriate support in their development of appropriate Irish vocabulary so that they are able to interact appropriately with the children and develop their language and learning.

The action plan produced by the school in response to the inspection findings was of a satisfactory quality.

In the interval since the inspection, the following actions which affect the work of the school have taken place:

- one of the joint leaders left the setting and the other leader took over full responsibility for the day-to-day management of the naíscoil;
- two new assistants were appointed in September 2013;
- the naíscoil was painted and some new resources purchased; and
- the enrolment in the naíscoil has increased to 26 funded places.

The Education and Training Inspectorate (ETI) carried an interim follow-up visit in April 2013 and a follow-up inspection on 16 May 2014.

At the time of the follow-up inspection the children were unsettled for the time of year and too often their inappropriate behaviour was not addressed effectively enough by the staff. The quality of the staff's spoken Irish and their knowledge of the pre-school programme were insufficient to deliver an appropriate immersion pre-school curriculum through the medium of Irish.

Conclusion

In almost all of the areas inspected, the quality of education is now inadequate; the significant areas for improvement outweigh the strengths in the provision.

There is an urgent need for the significant areas for improvement identified in the original inspection in standards, learning and teaching and leadership and management to be addressed if the naíscoil is to meet effectively the needs of all of the children. The education and training inspectorate will carry out a further follow-up inspection within 12 months and a report will be published.

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