

# Education and Training Inspectorate

## PRE-SCHOOL INSPECTION



### Derrytrasna Playgroup, Craigavon, County Armagh

Voluntary playgroup DE Ref No (5BB-0416)

Report of a Follow-up Inspection in June 2019



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
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## **FOLLOW-UP TO THE INSPECTION OF DERRYTRASNA PLAYGROUP, CRAIGAVON, BT66 6NR (5BB-0416)**

The Education and Training Inspectorate (ETI) carried out a second follow-up inspection of Derrytrasna Playgroup in April 2018<sup>1</sup>, which concluded that the pre-school needed to address important areas for improvement identified in the interest of all the learners.

The areas for improvement were:

- to improve the planning and provision, in particular in the world around us and outdoor play, to better meet the needs of all children; and
- to develop staff understanding and use of self-evaluation to effect continued improvement.

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

In the interval since the second follow-up inspection, the staff received external support from the Early Years Organisation (EYO) in relation to: leadership and management, self-evaluation, planning and special educational needs.

During this period, other actions or changes which affect the work of the school include:

- the appointment of a pre-school manager who oversees the work of the playgroup;
- a change in Early Years Specialist (EYS) through the EYO; and
- staff availing of a number of professional development opportunities through the EYO.

### **Key findings**

The outcomes for learners remain an important area for improvement. The children are making insufficient progress in their learning for the time of year. A significant minority of the children have difficulty in sharing resources and engaging in productive play; consequently, noise levels are too high during the indoor play session. While the children have an increased interest in mark-making at the writing table and in the construction area; their representational paintings are not of a good standard for the time of year. A majority of the children engage in sustained and concentrated outdoor play and investigate, explore and experiment at, for example, the water wall and mud kitchen.

The quality of provision remains an important area for improvement. Short-term planning and planning for outdoor play is underdeveloped. While the staff have reviewed short-term planning and introduced a new planning format, the learning potential is too generic and does not guide the staff sufficiently in their interactions with the children. There remain too many missed opportunities for the staff to: develop the children's language and problem solving skills; and, provide appropriate challenge for the children in their learning, particularly indoors.

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<sup>1</sup> [https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/follow-up-inspection-derrytrasna-playgroup-craigavon-county-armagh-5bb-0416\\_0.pdf](https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/follow-up-inspection-derrytrasna-playgroup-craigavon-county-armagh-5bb-0416_0.pdf)

The staff have developed long- and medium-term planning which outlines more clearly the progression across the areas of the pre-school curriculum. Observations of the children's learning are made regularly, but are not used effectively enough to inform the planning. The staff have begun to develop the outdoor area which has promoted more productive and sustained play by the children.

The quality and effectiveness of leadership, management and action to promote improvement remain an important area for improvement. While the EYS has identified some appropriate areas for development, for example, planning and observations, the staff have not demonstrated sufficiently the impact of the improvement work on the planning, provision and outcomes for the children. Currently, the staff do not have time to plan together which is inhibiting a collegial approach to planning. The staff have a well-constructed development plan in place and are aware of the strengths in the setting and the areas for further development. They have worked well with parents in resourcing and developing the outdoor area.

### **Overall effectiveness**

Derrytrasna Playgroup 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 follow-up inspection has identified the following areas for improvement:

- improve the learning outcomes for the children through the provision of a more challenging pre-school curriculum;
- develop further the short-term and outdoor play planning to identify more clearly the learning potential and the role of the adult and to use the observations of the children's learning to inform the planning; and
- demonstrate clearly the impact of the improvement work on raising the quality of the provision and the outcomes for the children.

Further action will be considered by the Department of Education.

## 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:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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