

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Naíscoil an Chréagáin, Silverbridge, County Armagh

Irish-medium voluntary pre-school DE Ref No (5AB-0395)

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
and other commissioning Departments

CUSTOMER
SERVICE
EXCELLENCE



FOLLOW-UP TO THE INSPECTION OF NAÍScoil AN CHRÉAGÁIN, ARMAGH, BT35 9PQ (5AB-0395)

The Education and Training Inspectorate (ETI) carried out an inspection of Naíscoil an Chréagáin in April 2018¹, which concluded that the pre-school needed to address important areas for improvement in the interest of all learners.

The important areas improvement were to:

- improve the cycle of planning, observations and assessment in order to improve the overall quality of provision and meet more effectively the needs of the children;
- review the organisation of the day and the layout of the room to maximise the most effective use of time, resources and space; and
- develop a shared understanding of development planning and continuous self-evaluation leading to improvement.

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 pre-school has received external support provided by Altram in relation to planning, assessment and self-evaluation.

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

- changes in the staffing and recent changes in leadership and management roles;
- the appointment of a new committee; and
- the use of extended schools funding to employ of a range of health professionals to provide screening and support for speech and language and to provide a programme for physical and mental health.

Key findings

The outcomes for learners remain good. The children are making good progress across all aspects of the pre-school curriculum. Particular strengths include their independence during the snack routine, their good social skills and their progress in receptive Irish including responding appropriately to extended questioning and instructions. Children with specific needs in their learning are identified early and are making good progress in meeting their targets. The children do not sustain their play sufficiently and develop fully their ideas to the level expected for the time of year.

The quality of provision remains an important area for improvement. The planning for outdoor play and for the use of the halla mór at the start of the day is insufficient to guide the staff. While improvements have been made in the planning and evaluations, they are not yet being implemented consistently through the staff interactions and do not inform sufficiently the children's progression in their learning. During story time the modelling of Irish in relation to emotions, and the sustained conversations during the art activity using key vocabulary demonstrated good levels of receptive Irish; however, there is variability in the quality of the staff interactions. The layout of the room has improved and, as a result, the room is more attractively presented with distinct areas for play. The accessibility of resources fosters the

¹ [Pre-School Inspection - | Education Training Inspectorate](#)

children's self-management skills and their independence. The organisation of the day provides better use of time for the children to engage in freely chosen and independent play and the snack routine is used more effectively to promote learning. The provision for special education needs has improved. The documentation is more systematic and is organised with a clear register and individual education plans. There is close liaison with parents and other health professional to provide support. The staff have engaged in appropriate training to build their capacity to meet the children's additional needs.

The leadership and management remains an important area for improvement. The changes in staffing and absence of early years specialist support for a short period have impeded the pace of improvement. There is a need to build the expertise and shared understanding among the new staff team. The processes for evaluation and review while improving are not yet fully developed. There is more effective communication between the leadership and management at all levels including with the management committee.

Overall effectiveness

Naiscoil an Chréagáin needs to address important areas for improvement in the interest of all the learners. The follow-up inspection has identified the following areas for improvement:

- to develop and embed the processes for and staff understanding of self-evaluation, to promote further improvements in the quality of the provision;
- to develop further the planning for the start of the session in the halla mór and outdoor play and ensure suitable progression in the children's learning; and
- to improve the consistency of adult engagement and interactions to promote both the children's Irish and their overall learning across the pre-school curriculum.

The ETI will conduct a further follow-up inspection in 12 to 18 months.

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 management²:

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

² 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>

© CROWN COPYRIGHT 2019

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk