

EDUCATION AND TRAINING INSPECTORATE

PRE-SCHOOL INSPECTION

Naíscoil an Traonaigh, Lisnaskea,
County Fermanagh

Irish-medium Voluntary Playgroup, DE Ref No 2BB-0484

Report of a Follow-up Inspection in May 2023



Providing Inspection services for:
Department of Education
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Follow-up to the inspection of Naíscoil an Traonaigh, Lisnaskea, BT92 OPE (2BB-0484)

The Education and Training Inspectorate (ETI) carried out an inspection of Naíscoil an Traonaigh in [March 2019](#), which concluded that the naíscoil needed to address important areas for improvement in the interest of all the learners, namely to:

- improve the short-term planning to guide more effectively the learning and teaching and raise further the quality of the learning experiences and outcomes for the children; and
- develop a more robust, formal process of self-evaluation leading to improvement.

The naíscoil's development plan was adjusted in light of the inspection findings and its action plans were adjusted in response to the feedback given by ETI.

The ETI carried out a monitoring visit in November 2021 and a follow-up inspection in May 2023.

In the interval since the original inspection, the naíscoil has received external support from an early years specialist (EYS) from Altram in relation to planning, observations and self-evaluation.

Over the same period, the key actions and changes which have affected the work of the naíscoil include the:

- significant changes in leadership and staffing personnel on several occasions; and
- development of the indoor and outdoor learning environments.

Key findings

The outcomes for learners remain good.

Most of the children engage confidently and enthusiastically in purposeful, collaborative play outdoors. Their self-management and independence are well developed as they: follow with ease the established outdoor routines; access their own resources to both initiate and extend their play; and, show respect for the resources and equipment both during play time and at tidy-up time. Most of the children's problem-solving and perseverance skills are particularly well developed as they explore, investigate and engage in child-led play outdoors in the mud kitchen, the construction area and at the water area. The majority of the children understand the Irish spoken to them; access and share books and engage in a range of purposeful mark-making activities. A significant minority of the children were unable to make a smooth transition from the outdoor play session to the indoor story session and their behaviour and inability to settle subsequently impacted adversely on the children's learning experiences during the large group story session.

The quality of provision remains an important area for improvement.

The current approach to planning, observation and assessment has recently been developed and implemented. Although, there is short-term planning in place for all areas of the curriculum, the sections for the intended learning and role of the adult are not clear and do not guide effectively the learning and teaching to raise further the quality of the learning experiences and the outcomes for the children. The staff carry out regular observations of the children's learning across all areas of the curriculum; these are not yet used consistently enough to monitor progress and inform meaningfully the future planning to meet the needs of all the children. Both the indoor and outdoor learning environments are attractive and well-resourced and provide a range of opportunities for the children to engage in child-led, creative play across all areas of the pre-school curriculum. The staff create an effective immersion environment through appropriate modelling of the Irish language and the use of songs in Irish to develop the children's understanding and vocabulary.

The quality and effectiveness of leadership, management and action to promote improvement remain an important area for improvement.

Since the time of the original inspection in 2019, there has been instability in the staffing, including at leadership level. At the time of the follow-up inspection, the team was in place for less than one month and there was also a number of temporary members of staff in place. The EYS and the management committee have guided well the recently appointed naíscoil staff in the development of a shared understanding of, and approach to, planning for learning, teaching and self-evaluation to support the naíscoil's development plan for improvement. The staff are responding well to the continued EYS support in these areas and have already affected improvement in the quality of the learning environment.

Overall effectiveness

Naíscoil an Traonaigh needs to continue to address important areas for improvement in the interest of all the learners. The ETI will monitor and report on the naíscoil's progress in addressing the areas for improvement which remain unchanged. The ETI will conduct a further follow-up inspection in 12-18 months.

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