

Education and Training Inspectorate

PRE-SCHOOL INSPECTION



Orchard Pre-school Playgroup, Loughgall, County Armagh

Voluntary DE Ref No (5BB-0500)

Report of a Follow-up Inspection in April 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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CUSTOMER
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EXCELLENCE



FOLLOW-UP TO THE INSPECTION OF ORCHARD PRE-SCHOOL PLAYGROUP, LOUGHGALL, BT61 8PX (5BB-0500)

The Education and Training Inspectorate (ETI) carried out an inspection of Orchard Pre-school Playgroup in February 2018¹, which concluded that the school needed to address important areas for improvement in the interest of all the learners. The areas for improvement were:

- to improve planning in order to provide more opportunities for high quality, investigative and independent play across all areas of the pre-school curriculum; and
- to develop a shared understanding of development planning and continuous effective self-evaluation leading to improvement.

The playgroup's action plans were of a good quality. The development plan was adjusted in light of the inspection findings.

The ETI carried out an interim follow-up visit in October 2018 and a follow-up inspection in April 2019.

In the interval since the initial inspection, the playgroup has received external support provided by the early years' specialist from the Early Years' Organisation, primarily in relation to planning, observations and self-evaluation. Consequently, there have been improvements in the quality of education as reported in the key findings below.

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

- the staff have implemented a new approach to the cycle of planning, observations and assessment which is informed by the pre-school curricular guidance;
- the staff have made changes to the learning environment and to the organisation of the day; and
- the leader has developed links with other settings.

Key findings

The outcomes for the children are now very good. Almost all of the children engage in purposeful, sustained play, in both the indoor and outdoor environments, across all areas of the pre-school curriculum. They talk confidently with each other and with the adults and are developing well their independence, creativity and problem-solving skills.

The quality of provision is now good. The recent change in approach to planning, observations and assessment reflects more fully the pre-school curricular guidance and provides greater opportunities for progression in learning across all areas of the curriculum. The new short-term planning does not always identify effectively enough: the intended learning; the focus language; and the role of the adult in supporting progression. The changes made to the learning environment and to the organisation of the day have improved significantly the management of time and now provide good and very good opportunities for the children to: sustain and extend independently their own play; investigate; and develop their creativity.

¹ [Pre-School Inspection - Orchard Pre-School, Loughgall, County Armagh | Education Training Inspectorate](#)

The quality and effectiveness of leadership, management and action to promote improvement are now good. The leader, with the effective support of the early years' specialist, has supported well the staff to develop a better understanding and more effective use of self-evaluation leading to improvement. As a result, the staff can clearly articulate how the actions to promote improvement have impacted positively on the quality of the learning experiences of the children and the quality of provision. While time constraints continue to be a significant challenge, all of the staff have embraced the process of change and have availed of appropriate capacity building opportunities which have led to improvements in the quality of the children's learning experiences.

Overall effectiveness

Orchard Pre-school Playgroup 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 in:

- developing further the planning in order to identify more clearly the: intended learning; focus language; and the role of the adult in supporting progression; and
- embedding the process of self-evaluation leading to improvement.

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> |

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