

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Naíscoil an Chéide, Keady,
County Armagh

Irish-medium, voluntary playgroup

Report of an Inspection in
October 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

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1. Context

Naíscoil an Chéide is accommodated in Keady Gaelic Athletic Club, Gerard McGleenan Park, in Keady, County Armagh. Almost all of the children attending the naíscoil come from the town. At the time of inspection, one member of staff was new in post.

Number of children:	Class 1
Attending part-time	24
Funded by Department of Education	24

Average percentage attendance for the previous year.	86
Number of days open in previous school year	185

Source: data provided by the setting.

2. Views of parents and staff

A majority of the parents and all of the staff responded to the confidential questionnaire. All of the responses were wholly positive about the life and work of the naíscoil. The parents highlighted their appreciation of the dedicated, professional and pastoral staff.

3. Focus of the inspection

In order to promote improvement in the interest of all learners, the inspection linked internal and external approaches to evaluate the:

- outcomes for the children;
- quality of provision for learning; and
- leadership and management.

4. Overall findings of the inspection

Overall effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Very good
Quality of provision	Very good
Leadership and management	Very good

5. Outcomes for learners

- Almost all of the children are very well settled and play purposefully for sustained periods. They are very well behaved, engage confidently with adults and play contentedly and collaboratively with each other. The children are familiar with the routines of the day and independently self-register, serve their own break and choose where they want to play; almost all engage well in transition and tidy-up routines. The children are making good or very good progress in their learning across all areas of the curriculum.

- The children have very good language and communication skills. They understand the Irish spoken to them and a small number are using single words and short phrases in Irish naturally during play. The children's early mark making and representational artwork is of a high standard; many of the children independently write and mark make for a range of meaningful purposes during free play. The children enjoy reading and many access a range of reading material independently, both indoors and outdoors.
- The children understand key mathematical concepts, such as number, shape and measures and use mathematical language confidently during play and during the routines of the day.

6. Quality of provision

- Both the indoor and outdoor learning environments are stimulating, well-resourced and child-centred. The children have independent access to a range of natural and interesting materials, which allows them to extend further their thinking and creativity. The naíscail is very attractively presented and enhanced by relevant photographs and displays of the children's own work.
- The routines and transitions of the day are well embedded and develop further the children's mathematical learning, independence and self-management.
- The staff have created an effective immersion environment. The quality of their interactions with the children is mostly very good; they model play effectively and ask open-ended questions to extend the children's thinking and vocabulary in Irish.
- The staff plan together a well-balanced educational programme covering all areas of the curriculum. Their evaluations of planning and observations of the children are used effectively to inform future planning. Elements of the planning are focused unduly on the play activities themselves; there is a need to develop a shared understanding of the learning inherent in these activities.
- Based on the evidence available at the time of the inspection, the naíscail's approach to care and welfare impacts positively on learning, teaching, and outcomes.

7. Leadership and management

- The dedicated team work very well together and are committed to continuous staff development that impacts on the overall quality of the naíscail. There is evidence of self-evaluation leading to improvement; relevant current priorities for improvement have been identified and appropriate plans are in place.
- The naíscail benefits from the very effective support of both the early years specialist from Altram and the very active and committed management committee.
- The naíscail has developed very effective links with the parents and with a range of external agencies and health professionals.

8. Safeguarding

- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect broadly the guidance from the relevant Departments. However, the naíscoil needs to review the anti-bullying and safeguarding policies.

9. Overall effectiveness

Naíscoil an Chéide has a high level of capacity for sustained improvement in the interest of all the children.

The ETI will monitor how the naíscoil sustains improvement.

Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website <https://www.etini.gov.uk/publications/inspection-and-self-evaluation-framework-isef-effective-practice-and-self-evaluation>.

Inspectors observed learning and teaching through play, the children's achievements, progression and standards, scrutinised relevant documentation, and held formal and informal discussions with staff with specific responsibilities.

The arrangements for this inspection included:

- a meeting with those involved with leadership and management, including the management group; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

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:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

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.
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.
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.
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.

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