

# Education and Training Inspectorate PRE-SCHOOL INSPECTION



## Naíscóil na Daróige, Derry

Voluntary, Irish-medium DE ref no (2BB-0511)

Report of an Inspection in January 2019



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
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EXCELLENCE



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## 1. Context

Naíscoil na Daróige is located in the grounds of Gaelscoil na Daróige in the Ballymagroarty area of Derry city. Since the last inspection, in June 2012, a new leader and a new assistant have been appointed. Most of the children attending the naíscoil come from the immediate surrounding area and a minority come from further afield. The numbers are increasing steadily on an annual basis. The naíscoil is engaging in shared education with a local integrated school; a joint choir participates at local events.

<b>Number of children:</b>	Class 1
Attending part-time	22
Funded by Department of Education	22

Percentage qualifying under DE admission criteria 1 or 2.	100
Average percentage attendance for the previous year.	N/A
Number of days open in previous school year	N/A

**Source:** data provided by the setting.  
N/A not available

## 2. Views of parents and staff

A minority of the parents and none of the staff responded to the confidential questionnaire. The parental responses were very positive about all aspects of the pre-school. The questionnaire responses were shared with the leader and a representative from the management committee.

## 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

<b>Overall effectiveness</b>	Important areas for improvement
<b>Outcomes for learners</b>	Good
<b>Quality of provision</b>	Important areas for improvement
<b>Leadership and management</b>	Important areas for improvement

## 5. Outcomes for learners

- The children are well settled and most play collaboratively with each other. They confidently talk about their personal experiences, ideas and feelings with each other and with the adults and are naturally curious and friendly towards visitors. The children are familiar with the daily routines, and understand and follow instructions well. Almost all of the children have a good understanding of the Irish spoken to them and most are beginning to respond in Irish using single words. A small number of the children speak Irish at home and speak Irish confidently and fluently with the adults.

- Almost all of the children are making good progress across most of the areas of the pre-school curriculum. They listen and participate during the large group story and a majority of them enjoy browsing in books. Almost all of the children enjoy playing language specific matching games in Irish, and have a good repertoire of songs and rhymes that consolidates well their range of Irish vocabulary. The children do not self-label their work.
- The children's understanding of mathematical concepts is good. They use confidently, in both Irish and English, simple mathematical language associated with number, shape and measures. A small number of children make effective, independent use of the sand timer to indicate to their peers that they would take a turn playing with a particular resource.
- Most of the children are developing well their fine and gross motor skills and engage in energetic play outdoors by running, balancing, climbing and pedalling.

## **6. Quality of provision**

- Although there is planning in place across all areas of the pre-school curriculum it lacks sufficient detail on the intended learning for all of the children, including those with additional needs, to provide progression in learning. The staff operate a key worker system to collate observations and make assessments of the children's progress. The quality of the observations and assessments of learning is variable and they are not used consistently to inform short-term planning across the six areas of learning.
- All of the staff engage positively with the children; they listen attentively, and respond to the children's needs and interests. There is a variation in the quality of the staff competence in Irish and consequently in the quality of the adult interactions with the children. In the best practice observed a range of immersion specific strategies were used effectively in the interactions with the children.
- The staff have created a bright and well-organised learning environment making good use of the available space; it is enhanced by displays of the children's own work. The organisation of the day does not provide sufficient opportunities for the children to engage in sustained periods of free play. There are too many structured adult-led activities, which interrupt the children's play impeding the development of their independence, problem solving and creativity.
- Children who require additional support with their learning are identified early, however, the planning of targets and actions to meet the children's needs are not specific enough.
- Based on the evidence available at the time of the inspection, the naíscoil's approach to care and welfare impacts positively on the children's learning. The nurturing ethos and good relationships, at all levels, provide positive opportunities to build each child's self-esteem and encourages them to share and take-turns.

## **7. Leadership and management**

- Although there is a three year development plan in place, it is not sufficiently informed by robust self-evaluation and supported by an effective action planning process.
- The staff team and management are dedicated to the ethos of Irish-medium education in Derry. They work well collaboratively and share a vision to promote a high quality naíscóil education for all of the children. The management group support the staff very well in all of their work and have high expectations for the playgroup.
- The leadership and management have developed close links and effective working partnerships with: parents; the adjoining gaelscoil and other local Irish-medium settings; the local integrated primary school; and a range of community groups. There are very good transition arrangements which benefit the children as they progress to the next stage of their education.

## **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, Naíscóil na Daróige needs to:
- update the Safeguarding Policy and procedures in line with the most recent guidance.

## **9. Overall effectiveness**

Naíscóil na Daróige needs to address important areas for improvement in the interest of all the learners.

The areas for improvement are to:

- review the organisation of the day to ensure that children benefit from long periods of sustained free play that is not overly adult-directed;
- make effective use of the observations and assessment of the children's learning to inform future planning and provide progression in learning for all of the children;
- develop a robust process of self-evaluation and action planning leading to improvement in the quality of provision and the outcomes for the children; and
- develop further the capacity of the assistants in the Irish language.

The ETI will monitor and report on the naíscóil's progress in addressing the areas for improvement. There will be a formal follow-up inspection in 12 to 18 months.

### 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<sup>1</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

<sup>1</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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