

# PRE-SCHOOL INSPECTION



Education and Training  
Inspectorate

Naíscóil Cholmcille An Charraig  
Mhór, County Tyrone

Irish-medium voluntary pre-school

Report of an Inspection in  
February 2017



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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## INTRODUCTION

### 1. Context

Naíscoil Cholmcille, an Charraig Mhór is an Irish-medium voluntary pre-school accommodated in a mobile classroom in the grounds of St Columbkille's Primary School in Carrickmore, County Tyrone. The facilities are shared daily with an after-schools group. Almost all of the children attending the naiscoil transfer to the Irish-medium Unit in St Columbkille's Primary School. At the time of the inspection, all of the staff had recently been appointed.

<b>Number of children:</b>	<b>Class 1</b>
Attending part-time	21
Funded by Department of Education	21
Without a statement but receiving therapy or support from other professionals for special educational needs	#
At CoP stages 3 or 4**	#

Percentage qualifying under DE admission criteria 1 or 2.	100%
Average attendance for the previous year.	95%
Number of days open in previous school year	185

**Source:** data provided by the setting.

\* The stages refer to those set out in the Code of Practice for the Identification and Assessment of Special Educational Needs.

# fewer than 5

### 2. Views of parents and staff

A small number of the parents and all of the staff responded to the confidential questionnaires. All of the responses indicated high levels of satisfaction with the naiscoil.

### 3. Focus of the inspection

In order to promote improvement in the interest of all children, 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>	<b>Capacity to identify and bring about improvement</b>
<b>Outcomes for learners</b>	Good
<b>Quality of provision</b>	Good
<b>Leadership and management</b>	Good

## KEY FINDINGS

### 5. Outcomes for learners

- Almost all of the children are well settled and well behaved. They approach the adults with ease and confidence when they require assistance and most engage in purposeful, collaborative play throughout the session. The children lack a broad enough access to a range of resources and do not have sufficient opportunities to select their own resources to extend further their learning and develop their creativity and independence.
- Almost all of the children have good communication skills and show a good understanding of the Irish spoken to them. Their interest in early mark making and representational drawing is well developed and many of the children can recognise their own names. The children are developing a good understanding of mathematical concepts and terminology in relation to number, money and measure.

### 6. Quality of provision

- The staff have created an attractive learning environment and provide good opportunities for learning across most areas of the pre-school curriculum. There is a need to improve the quality of the provision in aspects of The Arts and The World Around Us through providing the children with more opportunities to: select and use a range of materials; design and construct; and develop further their curiosity and investigative skills.
- The quality of the staff's interactions with the children is mostly good; most of the staff speak Irish with a good level of accuracy and confidence and engage in meaningful conversations with the children. It will be important that all staff continue to develop further their competence in Irish to enable them to extend further the children's learning, thinking and vocabulary.
- The staff have established an appropriate cycle of observing, recording and assessing the children's development and, on most occasions, use this information to plan appropriately for individual children. The staff have identified the need to ensure that this practice is more consistent across all staff and for all children.
- The quality of the pastoral care is very good. The staff know the children well and respond sensitively and positively to their needs and interests.

### 7. Leadership and management

- The leader, staff and early years specialist have all taken up their positions within the past six months and are developing well in their respective roles. While there is evidence of self-evaluation leading to improvement, the leader and early years specialist have identified the need to develop a more strategic approach to self-evaluation at all levels, based on a robust system of evidence gathering and consultation, in order to improve further the provision.

- There is a collegial and supportive culture at all levels of leadership in the naíscoil. The staff are supported effectively by the management committee and by the staff and leadership of the adjoining primary school and Irish-medium unit.
- Effective links have been established with the parents through, for example, informative newsletters and regular meetings, and the parents' views and opinions are sought and acted upon. The effective links with the adjoining primary school and Irish-medium unit support the staff well in many aspects of their work and also support the children and their parents effectively with transition to Rang 1.
- Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance issued by the relevant Departments.

## **CONCLUSION**

### **8. Overall effectiveness**

Naíscoil Cholmcille, an Charraig Mhór demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

There are areas for improvement that the naíscoil has demonstrated the capacity to address. The areas for improvement are:

- to develop further the cycle of observing, recording and assessing the children's progress to inform effectively future planning; and
- to improve the quality of the provision in aspects of The Arts and The World Around Us.

The ETI will monitor how the naíscoil sustains improvement.

**Information on sessions and staff****Duration of sessions**

Full-time	Part-time: am	Part-time: pm
	2.5 hours	

**Details of staff**

Number of:	Full-time	Part-time
Staff including, Teachers/Leaders		3
Number of staff holding a recognised child care qualification		2
Number of staff holding a recognised teaching qualification		0
New appointments within the previous 12 months		3

Number of: *	
Students	2
Trainees	

**Source:** data provided by the setting.

\* Total placements since September of current year

### Inspection method and evidence base

The effective practice and self-evaluation questions which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *The Pre-school Inspection and Self-Evaluation Framework* at: <https://www.eti.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**

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 nursery school / playgroup has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the nursery school / playgroup sustains improvement.
The nursery school /playgroup demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the nursery school/ playgroup sustains improvement.
The nursery school/ playgroup needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the nursery school's/ playgroup's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The nursery school / playgroup needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. The ETI will monitor and report on the nursery school's / playgroup's progress in addressing the areas for improvement. There will be a formal follow-up inspection.



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