

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Naíscóil Ghleann an Iolair,
Glenullin, County Derry

Report of an inspection in
April 2016



The Education and Training Inspectorate
Promoting Improvement

Providing Inspection Services for:

Department of Education
Department for the Economy
Department for Communities



Quantitative 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 Education and Training Inspectorate (ETI) use the following performance levels when reporting on Achievement and standards, on Provision for learning and on 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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1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school settings, which were applied to this inspection, are available in the ETI publication *Together Towards Improvement: a process for self-evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed learning and teaching through play, the children's achievements and standards, scrutinised relevant documentation, and held formal and informal discussions with children, and 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 confidential questionnaires.

Fifty percent of parents and staff responded to the confidential questionnaires. All of the responses were wholly positive. The parents expressed their appreciation of the caring, hardworking and professional staff. All of the findings from the questionnaires were shared and discussed with the representatives from the management group and the staff.

2. Focus of inspection

In order to promote improvement in the interests of all children, the purpose of inspection is, through effective linking of internal and external approaches, to evaluate the:

- children's achievements and standards;
- quality of provision for learning; and
- quality of leadership and management.

3. Context

Naíscoil Ghleann an Iolair is accommodated in Glenullin Community Centre in the grounds of Glenullin Gaelic Athletic Club (GAC). Currently, ten pre-school education programme funded children attend the part-time session in the naíscoil. A baseline inspection was carried out in April 2015.

4. Overall findings of the inspection

Overall effectiveness	Capacity to identify and bring about improvement
Achievements and standards	Good
Provision for learning	Good
Leadership and management	Good

5. Achievements and standards

- The children are well settled and almost all display good levels of independence and self-management. Almost all of the children sustain purposeful, concentrated play and are developing effective social skills as they engage confidently with the staff and play collaboratively with their peers.
- Almost all of the children have a good understanding of the Irish spoken to them and a majority of them are beginning to respond in Irish using single words. The children show a keen interest in books and participate enthusiastically during the large-group story session. They have made very good progress with their early mark making and writing and they express their ideas well through representational drawings and paintings.
- The children are developing well their understanding of key mathematical concepts and associated language and terminology in Irish, particularly in measures and early number, through a range of play opportunities both in the playroom and in the large hall facility which is used effectively for energetic play.
- The children's fine motor skills are well developed as they engage in, for example, early writing and creative activities, and as they prepare and serve independently their own snack. During the physical session, the children develop well both their fine and gross motor skills through a range of stimulating play activities and they engage enthusiastically in a range of energetic, physical activities, such as, running, jumping and balancing.

6. Provision for learning

- The staff have created a stimulating, well-resourced and attractive learning environment in which the children's work is valued and celebrated in displays around the playroom and in the reception area.
- The quality of the interactions between the staff and the children is of a good standard. The staff support the children well in their learning and interact effectively with them to extend their thinking and creativity. There is a variation in the level of the staff's competence and confidence in using Irish; it will be important that all staff continue to develop their Irish in order to improve further the quality of the immersion environment.
- The snack routine and transitions between the activities are developed effectively to provide good learning opportunities across the curriculum and to promote the development of the children's independence, social and self-management skills.
- The quality of the arrangements for pastoral care in the naíscoil is very good. The staff know all of the children well and there is a positive, supportive and inclusive ethos in the naíscoil.
- The pre-school programme is well balanced and provides good to very good opportunities for learning across all areas of the pre-school curriculum. The range of interesting and natural resources available to the children in the World Around Us is a particular strength of the provision and presents the children with many opportunities to extend their knowledge, thinking and creativity in a holistic and meaningful way.

- The leader has established an effective cycle of observing, recording and assessing the children's development and is beginning to use this information appropriately to inform effectively future planning. The staff and management committee have identified the need to share this task in order to build further the capacity of all staff, to reduce the leader's workload and to continue to effect further improvement in the provision.
- The naíscail gives good attention to healthy eating and physical activity.

7. Leadership and management

- There is an effective team ethos within the naíscail. The leader is a highly effective role model and is supported well by her staff and management committee. A process of self-evaluation has been established and is supported, at this early stage, by appropriate action plans and a recently developed system of monitoring and evaluating. It will be important that this practice is further developed and embedded to continue to promote improvement at all levels.
- There are very effective links and partnerships with the parents and local community. The parents are consulted on a range of aspects of the provision and are kept informed about the life and work of the naíscail through, for example, monthly newsletters, regular meetings and social media.
- The early years specialist from Altram provides effective and regular support to the staff in the naíscail.
- On the basis of the evidence available at the time of the inspection, the naíscail has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Departments.

8. Overall effectiveness

Naíscail Ghleann an Iolair demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will continue to monitor how the naíscail sustains improvement, in particular, the further development of the cycle of observing, recording and assessing the children's progress to inform effectively future planning.

STATISTICAL INFORMATION ON NAÍScoil GHLEANN AN IOLAIR, CO DERRY

1. Details of children

Number of children:	Class 1
Attending full-time	
Attending part-time	10
Under 3 years of age*	
Funded by Department of Education	10
With statement of special educational needs	
Without a statement but receiving therapy or support from other professionals for special educational needs	
At CoP stages 3 or 4**	
At CoP stages 1 or 2**	
With English as an additional language	
Who left in previous school year to attend reception provision within a primary school	

* On 1 July.

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

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

2. Duration of sessions

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

3. Details of staff

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

Number of: ***	
Students	1
Trainees	

*** Total placements since September of current year

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