

Education and Training Inspectorate PRE-SCHOOL INSPECTION



Naíscoil an Lonnáin, Béal Feirste/Belfast

Irish-medium voluntary playgroup DE Ref No (1BB-0476)

Report of a Follow-up Inspection in May 2019



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
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FOLLOW-UP TO THE INSPECTION OF NAÍScoil AN LONNÁIN, BELFAST, BT12 4PD (1BB-0476)

The Education and Training Inspectorate (ETI) carried out an inspection of Naíscoil an Lonnáin in March 2018¹, which concluded that the naíscoil needed to address important areas for improvement in the interest of all learners.

The areas for improvement identified were to:

- improve the cycle of planning, observations and assessment in order to improve the overall quality of provision and meet more effectively the needs of all the children; and
- develop a shared understanding of development planning and continuous effective self-evaluation leading to improvement.

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

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

In the interval since the initial inspection, the naíscoil has received external support provided by an early years' specialist from Altram, in relation to: aspects of the provision for learning and leadership and management, including self-evaluation.

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

- the appointment of new leadership and staff;
- the establishment of partnerships with other naíscoileanna; and
- changes to the physical layout of the playroom.

Key findings

- The quality of provision remains an important area for improvement. While there is planning in place across all areas of the pre-school curriculum, the intended learning is not always articulated clearly enough and, consequently, evaluations of planning are often too vague. The staff have, however, created a literacy-rich, effective immersion environment. The quality of the staff interactions is good, and on occasions very good, and they use skilfully a range of immersion strategies, including rhymes and gestures, to support the children in their acquisition and understanding of the Irish language. The range of stimulating resources, organisation of the day and layout of the room promote the development of the children's independence and creativity and provide opportunities for them to engage in good quality, collaborative free-play for extended periods of time. The outdoor learning environment remains underdeveloped.

¹ <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/preschool-inspection-na%C3%ADscoil-an-lonn%C3%A1in-belfast-1bb-0476.pdf>

- The quality and effectiveness of leadership, management and action to promote improvement remain an important area for improvement. While the early years' specialist from Altram has supported well the naíscail in establishing a process of self-evaluation and development planning, due to the changes in staffing this process is not yet embedded. There is an effective collegial approach to the work of the naíscail and the staff work well as a team in the best interests of the children. The recently implemented changes focus appropriately on planning for learning, resources and the organisation of the day.

Overall effectiveness

Naíscail an Lonnáin needs to address important areas for improvement. The follow-up inspection has identified the following areas for improvement:

- to embed the recently introduced cycle of planning, observations and assessment in order to improve further the overall quality of provision; and
- to embed the process of development planning and continuous effective self-evaluation leading to improvement.

The ETI will conduct a further follow-up inspection in 12 to 18 months.

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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