

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Naíscoil Aodha Rua,
Dungannon, County Tyrone

Irish-medium voluntary pre-school

Report of an Inspection in
April 2017



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
SERVICE
EXCELLENCE



CONTENTS

Section	Page
1. Context	1
2. Views of parents and staff	1
3. Focus of the inspection	1
4. Overall findings of the inspection	1
5. Outcomes for learners	2
6. Quality of provision	2
7. Leadership and management	2
8. Overall effectiveness	3

Appendices

- A. Information on sessions and staff
- B. Inspection methodology and evidence base
- C. Reporting terms used by the Education and Training Inspectorate

INTRODUCTION

1. Context

Naíscóil Aodha Rua is a voluntary Irish-medium pre-school which is situated on a shared site with Gaelscoil Aodha Rua in Dungannon, County Tyrone. There are currently twenty-four pre-school funded children attending the part-time session in the naíscóil.

Number of children:	Class 1
Attending part-time	24
Funded by Department of Education	24
Without a statement but receiving therapy or support from other professionals for special educational needs	#

Percentage qualifying under DE admission criteria 1 or 2.	95
Average attendance for the previous year.	90%
Number of days open in previous school year	184

Source: data provided by the setting.

fewer than 5

2. Views of parents and staff

A minority of the parents and all of the staff responded to the confidential questionnaire. The responses were wholly positive. The parents in particular commented on the fair, professional and caring manner in which the staff engage with the children and their families.

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

Overall effectiveness	Capacity to identify and bring about improvement
Outcomes for learners	Good
Quality of provision	Good
Leadership and management	Good

KEY FINDINGS

5. Outcomes for learners

- Most of the children are well-settled, well-behaved and sustain purposeful play for extended periods. They display good social skills as they play and interact naturally with each other; many have formed good friendships. Almost all of the children have good levels of independence as they register themselves, serve their own snack and engage well in the tidy-up routines.
- Almost all of the children have good communication skills and a very good understanding of the Irish spoken to them. They enjoy the many opportunities to sing throughout the session and all engage enthusiastically with the songs and rhymes in Irish, in particular at transition times. Their early mark-making and representational drawing is well developed, as are their fine and gross motor skills. Almost all of the children are developing a good understanding of mathematical concepts and terminology in Irish as they count, sort, match and measure.
- The children do not extend sufficiently their learning by engaging in investigative and problem-solving activities, either in indoor or outdoor play.

6. Quality of provision

- The staff have created an attractive and stimulating learning environment in which the children's artwork is valued and displayed. The indoor playroom is well-resourced and a range of natural resources are readily available to the children. The staff are not planning for and providing enough opportunities for the children to extend their learning and develop their creativity and thinking skills in the indoor and outdoor environments.
- All of the staff are effective linguistic role models and they have created a strong immersion environment. The quality of staff interactions with the children is mostly very good as they engage skilfully in Irish with the children.
- The cycle of observations, assessment and planning is not sufficiently developed to meet the needs of all of the children and ensure progression in learning across all of the areas of the curriculum. There is a need to ensure that both the planning and the evaluations focus more explicitly on the learning. The use of observations to inform future planning needs to be more formal and more rigorous.
- The quality of care and welfare is very good. There is a supportive and inclusive ethos in the naíscóil. The staff know the children well and respond skilfully to their needs and interests.

7. Leadership and management

- The dedicated, long-serving staff are fully committed to the life and work of the naíscóil and work effectively as team. They are supported well by their management committee, the senior leadership and staff of the adjoining gaelscoil and their Altram early years specialist.

- A good start has been made to development planning, with support from Altram. Appropriate action plans support the development plan and there is evidence that improvements have taken place as a result of self-evaluation. In order to improve further aspects of the provision, the leader, staff and early years specialist have identified an appropriate need to develop self-evaluation at all levels, based on a more robust system of evidence gathering and consultation.
- 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 gaelscoil support the children and their parents effectively with transition to Irish-medium primary education.
- 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 Aodha Rua demonstrates the capacity to identify and bring about improvement in the interest of all the learners.

The ETI will monitor how the naíscoil sustains improvement.

Information on sessions and staff

Duration of sessions

Part-time: am
9am-12pm

Details of staff

Number of:	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	1
New appointments within the previous 12 months	0

Number of: *	
Students	0
Trainees	0

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*.

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 the 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.

© CROWN COPYRIGHT 2017

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk