



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Report of visit

Level of follow-up: Estyn monitoring

Greenfield Playgroup

**Greenfield Community Hall
School Lane
Greenfield
Flintshire
CH8 7HR**

Date of visit: April 2013

by

**Estyn, Her Majesty's Inspectorate for Education and Training in
Wales**



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The monitoring team

Richard Hawkley	Reporting Inspector
Claire Homard	Local authority representative

Outcome of monitoring visit

Greenfield Playgroup is judged to have made insufficient progress in relation to the recommendations following the core inspection in February 2012.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

Estyn inspectors will re-visit the school in about three months' time to inspect progress against the recommendations in the original inspection report.

Progress since the last inspection

Recommendation 1: Formalise planning and assessment procedures

This recommendation has been partly addressed.

The setting has adopted an appropriate new format for planning. This clearly identifies the adult responsible for each area of learning and the intended learning outcomes. However, planning does not link well enough to children's previous learning or identify enough challenge for children of different abilities.

Overall, plans do not cover full curriculum requirements in areas such as Welsh language development, mathematical development, knowledge and understanding of the world or personal and social development. References to language, literacy and communication skills are limited and refer mostly to children's listening and speaking skills.

Practitioners plan appropriate focused tasks but do not reinforce these tasks well enough through planned activities for continuous and enhanced provision. As a result, they miss valuable opportunities to reinforce children's knowledge and skills.

Assessment is at an early stage of development. Practitioners are beginning to assess children's progress appropriately in sessions and to record these observations in a few areas of learning, for example, in physical development. However, there are very few regular assessments across all areas of learning. This makes it difficult for staff to accurately assess children's progress or plan their next steps in learning.

Practitioners do not complete children's profiles, based on the session notes, regularly enough. Profiles do not match clearly the evidence obtained from daily sessions.

Recommendation 2: Guide and focus teaching

This recommendation has been partly addressed.

Practitioners have good working relationships with the children, manage children's behaviour well and provide them with appropriate encouragement and praise.

They provide a range of interesting activities. Practitioners' expertise and experience is used particularly well to support small teaching groups.

Practitioners generally have a clear understanding of the principles of the Foundation Phase. Despite these positive aspects of teaching, planning is not detailed enough to support practitioners in delivering all aspects the Foundation Phase curriculum appropriately.

Practitioners make good use of questioning when working alongside the children to help extend their thinking. However, planned activities often lack challenge, particularly for the less able. Very few practitioners use incidental Welsh in sessions and planning for this area of learning is very limited.

Recommendation 3: Provide effective educational leadership

This recommendation has been partly addressed.

Practitioners understand their roles and responsibilities in their day-to-day work including the role of the 'key-worker'. The setting's leader provides appropriate challenge to staff to improve the quality of their work.

The setting's progress against the post inspection action plan is slow. Procedures for monitoring progress are not systematic or rigorous. Practitioners are unclear about the setting's current priorities and what they need to do to improve. While practitioners are prepared to try new initiatives, these are not sustained over time to ensure they become embedded. For example, staff carry out assessment observations but do not regularly transfer information into children's profiles.

The leader had introduced weekly meetings for practitioners to discuss children's progress and contribute to the planning process. They are becoming more involved in developing ideas for activities for the children to undertake and in identifying their own training needs. Training undertaken generally links well to the requirements of the post inspection action plan.

The management committee is poorly informed about the quality of provision in the setting and the progress the setting has made since the inspection. The setting does not always respond speedily or comprehensively enough to external guidance, for example, advice on planning and assessment.

The setting has not established a system of appraisal for staff.

Recommendation 4: Secure the effective implementation of action plans and evaluate their impact

This recommendation has not been addressed.

Progress in meeting this recommendation has been slow. The setting's report on progress against the recommendations is brief and is generally a list of actions the setting has completed. It does not identify clearly what has been the impact of

actions undertaken and there is very limited evidence of how actions have benefitted children.

The setting has completed a simple self-evaluation report for the last year but has not used this information to plan effectively for further improvement beyond the post inspection action plan.

The setting has distributed questionnaires to parents about the provision within the setting. However, parents have very limited awareness of these and the setting has not acted on any responses.

The setting should continue to work towards the recommendations that have not been fully addressed.