

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Dualla N S
Seoladh na scoile/ School address	Dualla Cashel Co Tipperary
Uimhir rolla / Roll number	02237R

Date of Evaluation: 26-09-2017



WHAT IS A FOLLOW-THROUGH INSPECTION?

Follow-through inspections evaluate the progress a school has made on implementing main recommendations made in an earlier inspection rather than the overall educational provision that the school makes. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated the progress the school has made in implementing recommendations made in an earlier inspection under the following headings:

1. Progress achieved to date
2. Findings
3. Recommendations

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the school's progress in implementing recommendations.

ORIGINAL INSPECTION DETAILS Type: WSE-MLL Date of Inspection: 17-09-2015 Report Published: Yes	FOLLOW-THROUGH INSPECTION DETAILS Date of Inspection: 26-09-2017
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection:</p> <ul style="list-style-type: none"> • Meeting with principal • Review of school documentation and records and pupils' work • Observation of teaching and learning • Interaction with pupils 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Whole-school plans for English and Irish should be reviewed.</p>	<p>Good progress</p> <p>Good progress has been made in the implementation of this recommendation. Whole school English and Irish plans have been reviewed. The review process involved the formation of focus groups at staff level, thereby enabling the school to maximise staff expertise and to develop a shared sense of purpose in the review of curricular plans. Regular consultation with the board of management (BOM) and appropriate opportunities for contributions from the parents' association (PA) were features of the review process. The reviewed plans have been recently ratified by the board.</p> <p>The reviewed plans identify specific content appropriate to each class level, including the variety of text-types and poetry that pupils will be exposed to and suitable comprehension strategies and collaborative learning methodologies. Revised plans are leading to developmental learning experiences with meaningful opportunities for pupils to consolidate learning.</p> <p>The plans now incorporate useful guidance on effective teaching approaches in relation to the development of emergent writing, the instruction of writing genres and the progressing of oral language skills. The review of these plans has been influenced by national developments in the Primary Language Curriculum (PLC).</p> <p>Classroom planning and practice is being informed by the whole-school plan. There is scope now to further embed the whole-school plan into planning and practice throughout the school. Currently a menu of assessment methods are identified on the plans. As the implementation of these plans continues, the menu of practical assessment practices that yield useful attainment data should be further refined.</p>

<p>Greater use should be made of collaborative group work and pair work.</p>	<p>Very good progress</p> <p>Very good progress has been made in addressing this recommendation. Authentic engagement of pupils in collaborative tasks is expected throughout the school. The necessary skill-set required to work collaboratively is cultivated from a very young age. Pupils effectively communicate the many ways in which they have opportunities to work with and learn from each other. Pupils ably demonstrate high levels of awareness of what they are individually required to do when engaging in effective collaborative work.</p> <p>Pupils' ideas are actively sought through pair-work, group-work and whole-class discussion. Their contributions are welcomed as fundamental to the learning process. In lessons observed, learner experiences were characterised by frequent opportunities for pupils to engage in meaningful dialogue with each other. The purpose of these peer interactions were rich and varied and involved opportunities to consolidate existing knowledge, probe current understanding and collaborate on new ideas. Carefully selected tasks facilitate and foster creative, collaborative work across a variety of curricular areas.</p>
<p>Summary of findings</p>	
<p>The school has demonstrated very high levels of engagement with the recommendations outlined in the whole-school evaluation report. Collaborative group and paired work are now key teaching methodologies. During lessons observed and in interactions with pupils, it is evident that these methodologies are having a very positive impact on learner experiences and outcomes.</p> <p>The review process of the English and Irish plans has been guided by an awareness of and appreciation for consistency and continuity in whole-school practice.</p> <p>The school demonstrates very good capacity to effectively critique the usefulness of assessment strategies identified in the reviewed whole-school plans. Necessary adjustments will become evident as the school reaches a full year of implementation of these plans.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • The significant work involved in reviewing plans and the valuable progress that has been made in developing these, should now be used to further inform planning and practice, including the use of assessment strategies, at classroom level. 	

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
<i>Very good progress</i> indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
<i>Good progress</i> indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
<i>Partial progress</i> indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.