

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

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| Ainm na scoile/ School name | St Patrick's NS |
| Seoladh na scoile/ Scholl address | Crowenstown, Delvin, County Westmeath |
| Uimhir rolla / Roll number | 02263S |

Date of Evaluation: 19-10-2016



Follow-Through Inspection

| ORIGINAL INSPECTION DETAILS | FOLLOW THROUGH INSPECTION DETAILS |
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| Type: WSE-MLL Date of Inspection: 01 May 2014 Report Published? Yes | Date of Inspection: 19-10-2016 |
| 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 • Interview with relevant teachers • 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 |
| Short-term planning should be consistently informed by curriculum-based learning outcomes. | Very good progress. Very good progress has been made in reviewing short-term planning documents and ensuring that they are consistently informed by curriculum-based learning outcomes. Teachers' short-term plans are informed by the curriculum and provide a framework for continuity and development in pupils' learning. Specific provision for differentiation is recorded in short-term plans and this good work should be further developed. |
| An incremental approach should be introduced to the investigation of the school's local historical environment. | Good progress. The school's engagement in the school self-evaluation (SSE) process has contributed to the good progress achieved in addressing this recommendation. The school has developed a three-year improvement plan for History which includes a programme for the incremental investigation of the school's local historical environment. The development of an assessment tool to track pupils' progress in History is commended. Whole-school programmes of learning were developed in Social, Environmental and Scientific Education (SESE) to ensure that all curriculum objectives are covered over a two-year period. It is anticipated that this plan will be fully implemented in all classes over the next three years. |

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| <p>Formative assessment strategies should be further developed to build a richer picture of pupils' learning progress across the curriculum.</p> | <p>Very good progress</p> <p>The school has reviewed and developed formative assessment strategies. Assessment for learning strategies were developed across the curriculum and implemented in all classes. A wide variety of assessment for learning strategies were observed in all classes. Teachers keep very good records of pupils' progress. Pupil profiles are incrementally developed from class to class creating a rich picture of pupils' learning progress. Learning intentions are shared at the start of lessons and discussed at the end of lessons. Copybooks are carefully corrected with good feedback given to pupils. Teachers are commended on developing peer and self-assessment strategies which are having a positive impact on pupils' learning. There is very good whole-school annual analysis of standardised test results. Advice was given to the teachers on using the valuable assessment data more consistently to further inform differentiated learning outcomes for pupils.</p> |
| <p>Summary of findings</p> | |
| <ul style="list-style-type: none"> • The school has engaged very well with the main findings of the WSE-MLL report and was affirmed for the practical, positive and proactive way in which it has addressed the recommendations. • Very good progress has been made on short-term planning and assessment practices, and this is having a positive impact on teaching and learning in all classes. • Good progress has been made on planning a programme for investigating the school's local historical environment and it is anticipated that this plan will be fully implemented in all classes over the next three years. • Advice was given to the teachers on using the valuable assessment data more consistently to further inform differentiated learning outcomes for pupils. | |
| <p>Recommendations</p> | |
| <ul style="list-style-type: none"> • It is recommended that the teachers continue to fully implement the programme for investigating the school's local historical environment. | |

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.