

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil Ursula
Seoladh na scoile/ School address	Blackrock Co Cork
Uimhir rolla / Roll number	05940D

Date of Evaluation: 06-06-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

The school met the requirements in relation to each of the checks above.

ORIGINAL INSPECTION DETAILS Type: DEIS Evaluation Date of Inspection: 04-04-17 Report Published? Yes	FOLLOW-THROUGH INSPECTION DETAILS Date of Inspection: 06-06-2018
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 members of in-school management team • Review of school documentation and records and pupils' work • Interaction with pupils 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The school should establish targets, intervention strategies and assessment approaches for identifiable groups of pupils with low levels of attainment in literacy and numeracy.</p>	<p>Very good progress The school has fully addressed this recommendation. Comprehensive individual education plans have been drafted for all pupils with identified needs in line with the continuum of support. These plans outline clear targets for improvement, pupil attainment is regularly monitored and targets are reviewed collaboratively in line with progress made. Support for these pupils is organised through a balance of in-class support, group interventions and one to one withdrawal as appropriate.</p>
<p>DEIS targets should be expressed in terms of improvements to be achieved from a clearly established baseline of provision</p>	<p>Partial progress Some progress has been noted in the expression of DEIS targets that are specific, measurable, attainable, realistic and time-bound (SMART) but there remains a need to ensure that this approach is applied to the articulation of all targets for improvement. Class support plans and teachers' individual planning should then specify the actions and interventions to be implemented to ensure that the DEIS target is achieved. The establishment of clearer baseline provision should ensure that the impact of the actions taken can be regularly monitored and evaluated.</p>
<p>The approaches and initiatives in use in particular areas of literacy and numeracy, which are not achieving the intended learning outcomes for some pupils should be reviewed</p>	<p>Good progress Almost all of the initiatives being implemented to affect improvement have been reviewed and refined. Mainstream class teachers keep detailed accounts of the progress that tracker pupils are making in reading and writing and work is continuing in reviewing current approaches to assessing pupils' oral language skills. The evaluation of the impact of in-class support on pupil learning outcomes, pupil learning experiences and teachers' individual practices is now advised.</p>
Summary of findings	
<ul style="list-style-type: none"> • The school is highly commended for the proactive approach that it has taken to addressing each of the recommendations of the inspection report. It is evident that, collaboratively, teachers have discussed how best to address each recommendation. • Very good progress is noted in progressing one recommendation, good in another and partial progress in the third. 	

Recommendations

- Each DEIS target should be specific, measurable, attainable, realistic and time-bound, should inform class support plans and teachers' individual planning, and should be regularly monitored and evaluated against specified baseline criteria.
- An evaluation of the impact of in-class support on pupil learning outcomes, pupil learning experiences and teachers' individual practices is recommended.

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.