

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Slieveardagh N S
<b>Seoladh na scoile/ School address</b>	The Commons Thurles Co Tipperary
<b>Uimhir rolla / Roll number</b>	11470B

**Date of Evaluation: 10-05-2017**



## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<b>Type: WSE-MLL</b> <b>Date of Inspection: WSE- MLL 02 October 2014</b> <b>Report Published? Yes</b>	<b>Date of Inspection: 10 May 2017</b> (Previous Follow-Through inspection: 14 April 2016)
Follow-through inspection activities	
The following activities took place in the course of the follow-through inspection <ul style="list-style-type: none"> <li>• Meeting with principal</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and records and pupils' work</li> <li>• Observation of teaching and learning</li> <li>• Interaction with pupils</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
The pupils' expressive language skills in English should be developed using focussed language learning activities, drawn from specific curriculum objectives.	<b>Partial progress</b> Discrete oral language lessons have been included in the timetables in both classrooms and inspection of individual teacher planning indicates that oral language lessons reflect specific curriculum objectives. However, interaction with pupils in both classrooms indicates that their expressive language skills require further improvement.
In Mathematics, learning activities should be more closely matched to the pupils' abilities and needs.	<b>Good progress</b> Differentiated teaching methodologies are now employed in both classrooms and for the most part, pupils selected for support in Mathematics have been grouped appropriately according to their levels of ability and need. While analysis of the outcomes of assessment data indicates that overall pupil attainment levels remain low, there has been some improvement in learning outcomes. Given the range of pupils' needs and abilities, emphasis should be placed on the development of specific mathematical language and on the pupils' capacity to communicate their learning. There is scope to increase the use of concrete materials to support differentiated provision in Mathematics.
The school should re-examine provision for special education in order to comply with the requirements of the Special Education Circular 02/05 on the staged approach to	<b>Good progress</b> The schools' policy on special education outlines the staged approach to assessment, identification and programme planning. Improvement is noted in practices relating to assessment, record-keeping and target setting. In-class models of support have been introduced in the junior classroom. On-site support has been provided by the support

assessment, identification and programme planning.	services to assist the development of team-teaching initiatives for literacy. Specific targets for these initiatives have not yet been established.
Both the Code of Behaviour and Enrolment Policy should be reviewed to ensure compliance with Department guidelines and procedures.	<b>Very good progress</b> The Code of Behaviour now outlines information for parents in relation to the procedures to be adopted in the event of an appeal to suspension or expulsion.
The board of management should develop a three-year plan detailing the particular curriculum and organisational priorities to be addressed.	<b>Good progress</b> The board of management has developed a three-year plan detailing curriculum and organisational priorities to be addressed. Good progress has been made in implementing the priorities for 2016/2017. A small number of priorities relating to literacy and numeracy require further attention by the end of the year.
<b>Summary of findings</b>	
The school has made good progress overall in addressing the recommendations made in the report of October 2014. Further action is required by the school to ensure continued progress in relation to: the development of the pupils' expressive language skills in English; systematic differentiation in Mathematics and the consistent implementation of the curricular and organisational priorities outlined in the three year plan.	
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>• The school should prioritise the development of the pupils' expressive language skills; the implementation of the primary languages curriculum will assist in this regard.</li> <li>• In accordance with the range of abilities and needs in the classroom, renewed emphasis should be placed on the use of concrete materials and on the development of the pupils' capacity to express and to communicate their learning in Mathematics.</li> <li>• Team teaching initiatives should focus on specific targets for attainment in literacy.</li> <li>• The board of management should continue to address priorities outlined in year one of the three-year plan and thereafter in a systematic manner.</li> </ul>	

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.