

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Clover Hill National School
<b>Seoladh na scoile/ School address</b>	Cloverhill County Roscommon
<b>Uimhir rolla / Roll number</b>	13262E

**Date of Evaluation: 13-03-2019**



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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.

The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

## **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	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE</p> <p>Date of Inspection: 01-06-2017</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 13-03-2019</p>
<b>Follow-through inspection activities</b>	
<p>The following activities took place in the course of the follow-through inspection</p> <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
<p>The board should ensure that school accounts are audited or certified annually in accordance with best accounting practice and in compliance with Section 18(1) of the Education Act, 1998.</p>	<p><b>Very good progress</b></p> <p>School accounts have been independently certified, in compliance with Section 18(1) of the Education Act, 1998.</p>
<p>The board should take a more pro-active role in leading the collaborative development and review of the school plan; curriculum policies should be contextualised to the multi-grade setting to ensure continuity and progression in the delivery of the curriculum across the school, and organisational policies should provide effective guidance in line with the most recent guidelines and Department of Education and Skills circulars.</p>	<p><b>Partial progress</b></p> <p>Evidence of some whole-school planning was noted during the evaluation. An outline for the development of creative writing was prepared just prior to this inspection. However, the policies for both English and History require review so as to inform teaching and learning.</p> <p>There was some evidence of progress in relation to progressing positive behavioural strategies. However, the code of behaviour needs to be fully reviewed in line with <i>Developing a Code of Behaviour: Guidelines for Schools</i> published by the National Educational Welfare Board in 2008.</p> <p>The principal and other leaders in the school should devise a planning diary to schedule the review of policies and the board of management needs to ensure that progress is fully achieved in the implementation of this recommendation.</p>
<p>A system that tracks and analyses each pupil's attainment should be implemented.</p>	<p><b>No progress</b></p> <p>There was no evidence that this recommendation had been progressed. The majority of the pupils enrolled in the school are learning English as an additional language (EAL). There was evidence that pre-testing for pupils with EAL did not take place at the start of the academic year; testing had commenced prior to this evaluation in March 2019.</p> <p>There was no evidence of ongoing assessment for pupils with special educational needs (SEN). Assessments should be undertaken prior to any planned intervention and the data used to set improvement</p>

	<p>targets. A system to track and analyse each pupil's attainment should be devised and maintained.</p>
<p>B'fhiú athbhreithniú a dhéanamh ar an bpolasaí don Ghaeilge chun clár céimniúil a leagan síos do gach gné de mhúineadh agus d'fhoghlaim san ábhar. <i>The policy for Irish should be revised so that it provides a developmental programme for each aspect of teaching and learning in the subject.</i></p>	<p><b>Gan dul chun cinn ar bith / No progress</b></p> <p>Nil aon athbhreithniú déanta ar an bplean scoile-uile don Ghaeilge ó foilsíodh an tuairisc MSU. Ni mór plean céimnithe scoile-uile a leagan amach don Ghaeilge, lena n-áirítear an foclóir agus na struchtúir teanga atá le sealbhú faoi na téamaí éagsúla ag gach léibheál ranga. Is gá plean a leagan síos don léitheoireacht agus don scríbhneoireacht chomh maith.</p> <p><i>The whole-school plan for Irish has not been reviewed since the WSE report was published. An incremental, whole-school plan for Irish should be formulated, to include the vocabulary and language structures to be acquired under the language themes at each class level. A plan for reading and writing should also be prepared.</i></p>
<p><b>Summary of findings</b></p>	
<p>There has been very good progress in the implementation of one recommendation, partial progress regarding one other recommendation and no progress with regard to two recommendations.</p>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• The board of management and school leadership should devise and enact a strategic plan to ensure that school policies are reviewed and contextualised to meet the needs of the school.</li> <li>• The school should review its policies regarding SEN and assessment; it should also track and analyse each pupil's attainment ensuring that an individual plan is devised for each pupil in receipt of support which includes a record of the tests undertaken by the pupil.</li> <li>• The Irish policy should be revised so that it documents the content to be covered for each class level in oral language, reading and writing.</li> </ul>	

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Part A Observations on the content of the inspection report**

The Board notes the positive findings as regards the auditing and certification of accounts. The Board also welcomes the acknowledgement that the Board has been more pro-active as regards planning.

## **Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

In line with the report's recommendations a greater focus will be placed on whole school and curricular planning. Further to the recommendation of the report the in-school management team has devised a strategic plan and a review of the Code of Behaviour is already underway. A comprehensive whole-school plan for oral Irish is also currently being formulated to include the vocabulary and language structures to be acquired under the language themes at each class level. This plan will be distributed to all teachers in September 2019.

Given the high numbers of pupils in the school requiring EAL (many of whom join the school at different stages of the year) the Board recognises the challenges for the teaching team and, with the in-school management team, has begun a thorough review of the SEN and assessment policies. In line with best practice the Board will undertake initial and on-going assessment of SEN pupils so as to implement a tracking system of their attainment.

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<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.