

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil Náisiúnta Muire
Seoladh na scoile/ School address	Letterfrack County Galway
Uimhir rolla / Roll number	13621G

Date of Evaluation: 06-12-2019



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.

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.

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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: WSE Date of Inspection: 08-03-2017 Report Published? Yes	Date of Inspection: 06-12-2019
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 • Review of resources and facilities • Observation of teaching and learning • Interaction with pupils 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Learning activities and lessons need to be better differentiated to cater for the range of pupil ability in each classroom. Group work and cooperative learning should be facilitated more regularly.</p>	<p>Very good progress Very good progress has been made overall in implementing this recommendation. Team teaching and group work have been introduced very successfully, with dedicated periods for such activities each week. The station teaching observed on the day of this inspection was particularly praiseworthy. The pupils themselves reported that they enjoy station teaching and find it a good way to learn. There are opportunities to expand the use of these effective approaches at some class levels. For example, there should be more paired work in the senior classes, as well as more opportunities for talk and discussion.</p>
<p>Provision for learning-support and resource service should be reviewed. The specific learning needs of pupils with learning difficulties and special educational needs should be prioritised. In-class support should be increased.</p>	<p>Very good progress Very good progress has been made in reviewing and enhancing special education provision. The school has prioritised the learning needs of pupils with special educational needs. As appropriate, the <i>Continuum of Support</i> is used as basis for addressing the needs of each pupil, with Student Support Files maintained on individual pupils, as required.</p>
<p>The teaching of Mathematics should receive more attention at each class level. Pupils' attitude to and confidence in Mathematics need to be improved.</p>	<p>Good progress There has been good progress in regard to improving the teaching of Mathematics throughout the school. Standardised test results indicate a steady improvement in learner outcomes over the past few years. The number of pupils at a lower than average level of attainment has decreased, while the number of pupils who attained</p>

	<p>a higher than average level has increased.</p> <p>A recent survey indicated that almost all parents feel their children like Mathematics. A similar survey of pupils' attitudes indicated that there remains a need for the school to further promote the study of Mathematics as an enjoyable and positive experience. During the follow-through evaluation, some pupils reported that they enjoyed the variety of activities regularly provided during mathematics lessons.</p>
<p>A school-wide approach to planning and assessment should be agreed and implemented.</p>	<p>Good progress</p> <p>Good progress has been made on agreeing and implementing a school-wide approach to planning and assessment, with the school self-evaluation (SSE) process being used effectively to set targets for improvement.</p> <p>Each teacher plans and prepares regularly for their work. Very good emphasis is placed on learning objectives and learner outcomes in teachers' planning at each class level. Most teachers include useful reflection notes in their individual planning and each teacher keeps a monthly record of the work covered.</p> <p>The attention given to the assessment of each pupil has been enhanced greatly. A school-designed assessment template has been introduced to track each pupil's progress. Pupils also maintain learning logs as a means of self-reflection and self-assessment. There is a need to further emphasise the neatness and presentation of pupils' written work.</p>
<p>A more developed print-rich and mathematics-rich environment is needed throughout the school building and grounds.</p>	<p>Good progress</p> <p>The school's overall progress in developing a print-rich and mathematics-rich environment is good, with very good progress evident in some classrooms. However, there remains a need to enhance mathematics-rich elements in some classrooms. It would be worthwhile, for example, establishing a maths table or a maths corner in each classroom as means to enhance the status of Mathematics at each class level.</p> <p>Much-needed work is under way currently in respect of the school grounds. This has meant postponing the development of maths trails outside the school building for the moment.</p>
<p>Summary of findings</p>	
<p>The school has made good to very good progress in the implementation of each of the recommendations in the original WSE-MLL report. The SSE process has been used effectively to set targets for further improvement.</p>	
<p>Recommendations</p>	
<p>No further recommendations arise in relation to the recommendations in the original report.</p>	

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.