

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Scoil Náisiúnta Gort an Éadain
<b>Seoladh na scoile/ School address</b>	Clár Chlainne Mhuiris Contae Mhaigh Eo
<b>Uimhir rolla / Roll number</b>	13773G

**Date of Evaluation: 02-05-2019**



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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><b>Type:</b> Whole School Evaluation – Management, Leadership and Learning</p> <p><b>Date of Inspection:</b> 19-10-2017</p> <p><b>Report Published?</b> Yes</p>	<p><b>Date of Inspection:</b> 02-05-2019</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/members of staff</li> <li>• Review of school documentation and records and pupils' work</li> <li>• Review of resources and facilities</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 of management should become better informed about the full range of its role to ensure it functions at an effective level and is meeting all requirements.</p>	<p><b>Good progress</b></p> <p>The board of management meets a minimum of five times each school year and has engaged in commendable policy development and review. Many school policies are published on the school website. The board issues an agreed report at the end of each meeting which is displayed in the reception area of the school. The board should also consider the production of an annual report of its work for the school community. The principal makes an annual report to the board of management on the pupils' achievement in literacy and numeracy. Going forward, the format of this report should follow the requirements of circular 56/2011.</p>
<p>The role of the principal in relation to leading effective collaborative practice should be further developed.</p>	<p><b>Good progress</b></p> <p>The principal has engaged in significant continuous professional development (CPD) and has attended courses on leading effective collaborative practice. He has led the planning for school self-evaluation (SSE) in oral language. He is leading a whole-school approach to recording digital portfolios for assessment. He has also implemented whole-school approaches to improve pupils' oral Irish. There is scope for the principal to further develop his role as leader of effective collaborative practice.</p>

<p>Teachers should align their planning and practice more closely with the Primary School Curriculum rather than with the content of textbooks.</p>	<p><b>Partial progress</b></p> <p>Planning in the infant and junior classes is closely aligned with the Primary School Curriculum and the Primary Language Curriculum. There is scope for middle and senior class planning to include a clearer focus on curriculum objectives and learning outcomes.</p>
<p>Teaching should be suitably differentiated in mainstream classes to meet the wide range of pupils' individual needs.</p>	<p><b>Partial progress</b></p> <p>Effective in-class support has been introduced in the infant and junior classes. To expand on this good practice, it is recommended that in-class support or team teaching be introduced at each class level.</p>
<p>Ba chóir go gcuirfí ar chumas na ndaltaí fórchumarsáid a dhéanamh trí Ghaeilge.</p> <p><i>Pupils should be enabled to communicate naturally in Irish.</i></p>	<p><b>Dul chun cinn maith/Good progress</b></p> <p>Thacaigh an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí (SFGM) leis an scoil chun modhanna éifeachtacha a fhorbairt chun gnóthachtáil na ndaltaí a fheabhsú. Tá deiseanna tugtha do na daltaí obair bheirte a chleachtadh. Tá na daltaí in ann labhairt faoi ghnéithe éagsúla a bhaineann lena saolta agus lena dtaithí féin. Tá siad ábalta ceisteanna a chur agus a fhreagairt go muiníneach, go háirithe sna meánranganna agus sna ranganna sinsearacha.</p> <p><i>The Professional Development Service for Teachers (PDST) supported the school in developing effective approaches to improving the pupils' achievement in Irish. Opportunities are provided for pupils to practise pair work. The pupils are able to speak about different aspects of their lives and their experience. They are able to ask and answer questions confidently, particularly in the middle and senior classes.</i></p>
<p><b>Summary of findings</b></p>	
<p>The school has made good progress in implementing three of the recommendations in the original report, with partial progress in two.</p>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• Each teacher's planning and practice should include a clearer focus on curriculum objectives and learning outcomes.</li> <li>• In-class support or team teaching should be introduced in all classes as a means of implementing differentiated teaching approaches.</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 is pleased with the affirmation that the child protection requirements were fully met. The Board is delighted with the acknowledgement that significant progress has been made with the recommendations of the WSE and look forward to the implementation of follow-up recommendations.

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

Following on from the further recommendations, the staff will extend in-class support currently introduced in junior classes to the senior classes. Teachers will investigate using NCCA templates and planning tools to give a clearer focus on learner outcomes.

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
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<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.
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<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.
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<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.
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<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.
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