

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Naomh Dominic N S
Seoladh na scoile/ School address	Caonach Longphort Co Longphoirt
Uimhir rolla / Roll number	15154L

Date of Evaluation: 10-12-2018



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-MLL</p> <p>Date of Inspection: 19-05-2016</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 10-12-2018</p>
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 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>Further development of the pupils' independent writing skills in English and Irish should be prioritised.</p>	<p>Good progress</p> <p>Teachers have participated in training in this area and as a result, demonstrate a good understanding of how to teach the writing process. Commendably, there is a whole-school approach to the teaching of writing and the teachers have focussed effectively on the development of the pupils' independent writing skills in English through the school self-evaluation (SSE) process. Pupils in all classes engage in free writing in English. While samples of pupils' work in a variety of genres are on display around the school, there is inconsistency in the quality of penmanship and presentation of work. Pupils use the writing process when creating texts collaboratively and independently in English. Teachers use a variety of assessment of learning and assessment for learning strategies to assess pupils' written work and to plan for pupils' future learning in English writing.</p> <p>Pupils are given opportunities to develop their functional writing skills in Irish in most settings. There is scope to broaden the pupils' experience of writing in different genre in Irish throughout the school.</p>
<p>In Social, Environmental and Scientific Education (SESE), greater emphasis should be placed on incrementally developing pupils' knowledge and understanding of the school's local environment.</p>	<p>Very good progress</p> <p>Highly commendable emphasis has been placed on incrementally developing pupils' knowledge and understanding of the school's local environment. Pupils enjoy their learning in SESE. They demonstrate an excellent understanding of the history of their locality. Pupils undertake local history trails, field trips and visits to local museums. They can ably talk about and describe the human</p>

and natural features of their local area. The pupils' local history and geography projects are features in all classrooms. Pupils at all levels have opportunities to work as scientists and engage in practical activities using the local environment. The whole-school plan provides very effectively for the use of the local environment in teaching SESE on a two-yearly basis. It identifies specific places and people in the locality and how they will be investigated systematically throughout the school from junior infants to sixth class.

Summary of findings

- There is a whole-school approach to the teaching of writing and the teachers have focussed effectively on the development of pupils' independent writing skills in English through the SSE process.
- Pupils in all classes engage in free writing in English and samples of their work in a variety of genres are on display around the school.
- While pupils are given opportunities to develop their functional writing skills in Irish, there is scope to broaden their experience of writing in different genre in Irish throughout the school.
- Pupils' knowledge and understanding of the school's local environment is exemplary. The whole-school plan provides very effectively for the use of the local environment in teaching SESE.

Recommendations

- Teachers should develop and implement a whole-school approach to the teaching of the writing process and genre in Irish, placing greater emphasis on independent and free writing.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management of Naomh Dominic NS welcomes the positive acknowledgement by the Inspectorate of the work done by the school to address the recommendations of the WSE report. The report affirms the positive learning experiences enjoyed by the pupils in SESE and developing independent writing skills in English and Irish. Our school community is delighted that the report acknowledges the whole school approach to the teaching of writing and SESE, the CPD engaged in by the staff, effective teaching practices implemented in the school and the highly commendable emphasis placed on developing pupils' knowledge of the school's local environment.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The school will continue to work diligently towards further progress in the teaching of the writing process and genre in Irish, placing greater emphasis on independent and free writing. The Board of Management will review progress regularly and support staff. The staff of Naomh Dominic will create a whole school approach to writing in Irish, continue to engage in professional development and reflect on progress so writing skills can be developed further in our school.