

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Killybegs Common National School
Seoladh na scoile/ School address	The Commons Killybegs County Donegal
Uimhir rolla / Roll number	16608G

Date of Evaluation: 09-05-2019



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 was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

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 did not meet the requirements in relation to 2 above and therefore was not fully compliant with the checks undertaken. However, the school has subsequently furnished evidence of compliance with these requirements.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Whole School Evaluation – Management, Leadership and Learning</p> <p>Date of Inspection: 26-01-2018</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 09-05-2019</p>
<p>Follow-through inspection activities</p>	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with senior management team • Interview with members of in-school management team • Review of school documentation and records and pupils' work • Observation of teaching and learning • Interaction with pupils 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Increased emphasis should be placed on developing pupils' oral skills in English and Irish.</p>	<p>Good progress</p> <p>Good progress has been achieved regarding this recommendation. Teachers have devised and implemented a monthly report template which provides a dedicated section to record the oral language activities taught. Pupil discussion is a key component of lessons and teachers plan more explicitly for the use of literacy in subjects across the curriculum; the explicit delineation of mathematical vocabulary is very successful in particular. The school has adopted many successful initiatives in the development of positive dispositions towards Irish language learning. There remains scope to more explicitly and strategically target oral language development across the various spoken text types in English and Irish.</p>
<p>Assessments should be used more effectively to inform teachers' differentiated planning and approaches, so as to ensure that all pupils are appropriately challenged and supported in their learning.</p>	<p>Partial progress</p> <p>Partial progress has been achieved in relation to this recommendation. Very good examples of language-based assessments clearly linked with individual teacher planning approaches and provision for differentiated learning experiences was observed during the inspection. There is significant scope to develop a more cohesive approach regarding this commendable practice in all classrooms. Teachers' use of a wider range of questioning techniques including higher-order questioning for more-able pupils is very good in some classrooms. The agreement of a consistent whole-school approach regarding the use of assessment in informing teachers' forward planning and provision for</p>

	<p>differentiation is yet to be formalised and implemented. While most teachers provide for differentiation in planning, there is significant scope to develop this approach to planning in all classrooms. Team-teaching approaches have improved with regard to the meaningful use of assessment in informing some learning activities. The use of more appropriate assessments in ascertaining pupils' reading levels should be explored in providing more appropriately graded and challenging texts for all levels of ability.</p>
<p>Whole-school curricular plans should provide more useful guidance for teachers in ensuring appropriate continuity and progression in learning from class to class.</p>	<p>Good progress Good progress has been achieved regarding this recommendation. The school employs a cyclical approach to curricular and organisational policy development and review. More explicit guidance is available for teachers in relation to the newly revised whole-school plans. A very useful two year cycle regarding the programme to be taught is also provided. While some elements of the Social, Personal and Health Education policy have been updated, it requires further refinement to outline the specific content to be taught at each class level in relation to the Walk Tall, Stay Safe and Relationships and Sexuality Education programmes.</p>
<p>A whole-school approach to assessment should be agreed and implemented.</p>	<p>Partial progress Partial progress has been achieved in agreeing and implementing a whole-school approach to assessment. Discussions have taken place at whole-staff level regarding the implementation and analysis of assessment data. Teachers of junior pupils plan for future learning activities by collating and analysing an appropriate range of assessments to a very high standard. There remains significant scope to extend this good practice to all classrooms. The meaningful implementation of a whole-school approach to assessment including the purposeful use of pupil self and peer-assessment should now be prioritised.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Good progress has been achieved in placing an increased emphasis on pupils' oral language skills and in the provision of clearer guidance for teachers in whole-school curriculum plans. • Partial progress has been achieved in the use of assessments to develop differentiation approaches in planning and provision as well as in agreeing and implementing a whole-school approach to assessment. • The increased emphasis on pupils' oral language development in English and Irish has been successful in creating positive dispositions towards language learning. • There remains scope to develop a more strategic and developmental approach to the teaching of oral language at each class level. • Some teachers use the analysis of very appropriate classroom-based assessments in developing their forward planning and provision for differentiation; this very good approach should be extended to all classrooms. • A cyclical approach to whole-school curricular and organisational plans is in place. A whole-school approach to assessment is yet to be agreed and implemented. 	

Recommendations

- A whole-school approach to assessment should be agreed and implemented by all teachers including the use of assessment in informing teachers' forward planning and provision for differentiation.

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.