School name: Saint Molaga’s Senior National School

School address: Bremore, Balbriggan, County Dublin

Roll number: 16970A

Date of Evaluation: 14-10-2016
## FOLLOW THROUGH INSPECTION DETAILS

**Date of Inspection:** 14-10-2016

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### Follow-through inspection activities

The following activities took place in the course of the follow-through inspection:

- Meeting with principal and senior management team
- Interview with relevant teachers
- 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

Moltar scileanna labhartha na ndaltaí sa Ghaeilge a fhormhór a thuilleadh. Ní mór pleann céimnite do labhairt na Gaeilge a dhearadh agus a chur i bhfeidhm ar bhonn uile-scoile.

_Pupils’ speaking skills in Irish should be developed further. A progressive incremental plan for oral Irish should be devised and implemented at whole-school level._

### Progress achieved to date on implementation of recommendation

Dul chun cinn an-mhaithe/Very good progress

Tá an-dul chun cinn déanta ag an scoil maidir leis an moladh seo. Trí straitéisí cruinne atá in úsáid timpeall na scoile ag gach rangleibhéal, imrionn na daltaí cluíchí, cleachtar drámaíochtaí, agallaimh i mbirteanna agus i ngrupaí chun feabhas a dhéanamh ar an Ghaeilge labhartha. De thoradh sin, tá cruinneas an-mhaithe ar chaighdeán na gramadaí, leithead an fhoclóra, agus dearadh na daltaí maidir le húsáid na teanga. Tá pleann céimnithe ann mar theoir do gach rang a thugann cruinneas do na hoidí maidir le pleanáil ghearr agus fhad-téarmach agus a thacaíonn leis an gcaighdeán ard atá sna cuntas mhiosúla.

_The school has made very good progress in addressing this recommendation. Through specific strategies, in use throughout the school at all levels, pupils are playing games, dramatising, speaking in pairs and in small groups to improve spoken Irish. As a result, good refinement is evident in the standard of grammar, the breadth of vocabulary and pupils’ perception regarding use of the language. An incremental plan is in place as a direction for each class that supports the precision of teachers’ short and long-term planning and the high standard of the monthly reports._
Differentiation activities for less-able and more-able pupils should be outlined in teachers’ planning. Good progress has been made in addressing this recommendation. Teachers’ plans now systematically include differentiation for the range of abilities present in classes. Overall, teachers are more effective in ensuring that less-able pupils receive adequate levels of support to ensure that they can make sufficient progress. More remains to be done to implement the activities with levels of challenge appropriate to the needs and learning styles of the more-able pupils. While evident in some classes, this is not yet fully developed across the school.

Summary of findings

Commendable leadership and management strategies have ensured that purposeful progress has been made in addressing the recommendations since the previous inspection. Further focus now upon ensuring that more-able pupils are challenged more consistently should be prioritised.

Recommendations

- No further recommendations arise in relation to the recommendations in the original report.

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.