

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Rath Eoghan N S
<b>Seoladh na scoile/ School address</b>	Rathowen, Mullingar, Co. Westmeath.
<b>Uimhir rolla / Roll number</b>	17189R

**Date of Evaluation: 28-02-2019**



## **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 met the requirements in relation to each of the checks above.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: WSE-MLL Date of Inspection: 11-1-2016 Report Published? Yes	Date of Inspection: 28-02-2019
<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>• 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>A coordinated approach to the development of writing genres should be implemented throughout the school, and supplementary reading material for individual pupils should be closely matched to their reading abilities.</p>	<p><b>Very good progress</b></p> <p>The teachers have developed a coordinated and whole-school approach to the teaching of writing genres. They model the writing process and writing genres effectively. There was good evidence of writing as a process where planning, drafting and revision were features of pupils' work in this area. Samples of pupils' work in a range of genres are on display in each classroom.</p> <p>Teachers ensure that supplementary reading material for individual pupils is closely matched to their reading abilities. Pre-intervention and post-intervention benchmarking assessments are used to monitor pupils' progress. Pupils are enabled to read with fluency and understanding and self-correct independently.</p>
<p>Ba chóir go ndéanfaí athbhreithniú ar an bplean scoile uile don Ghaeilge ionas go ndéanfaí cinnte go dtabharfaidh sé treoir chuí do phleanáil na múinteoirí maidir le forbairt teanga na ndaltaí. <i>The school should revise its whole-school plan for Irish to ensure it sufficiently guides teachers' planning for pupils' language development</i></p>	<p><b>Dul chun cinn maith / Good progress</b></p> <p>Rinne an scoil athbhreithniú ar an bplean scoile uile don Ghaeilge agus tá sé curtha i gcomhthéacs chun riachtanais na scoile a shásamh. Tugann an plean scoile breac-chuntas ar fheidhmeanna teanga agus sprioctheanga oiriúnach do gach rang bunaithe ar théamaí an churaclaim. Tá an plean scoile don Ghaeilge mar fhoinsé eolais d'ullmhúchán na múinteoirí aonair. Chuir na múinteoirí na ranganna i láthair ar bhonn struchtúrtha agus bhí ar chumas na ndaltaí bheith rannpháirteach sna ceachtanna. Cé go bhfuil stór focal cuí ag na daltaí, téann sé dian orthu an teanga a úsáid go nádúrtha i suímh éagsúla. Ar mhaithe le scileanna teanga na ndaltaí a fhorbairt a thuilleadh, ba chóir do na múinteoirí an iliomad deiseanna cumarsáide a chruthú an teanga nuafhoghlamtha a athchleachtadh i gcomhthéascanna éagsúla.</p>

	<p><i>The school has reviewed the whole school plan for Irish and it reflects the context and the needs of the school. The plan outlines the language functions and target language for each class based on the themes of the curriculum. It informs individual teachers' preparation. Teachers delivered well-structured lessons and pupils were enabled to participate in a range of meaningful activities. The pupils have appropriate vocabulary but they find it difficult to use the language naturally in different contexts. To further develop the pupils' oral language skills, teachers should provide many opportunities for the pupils to practise the new language in a variety of contexts.</i></p>
<p>The process of individual support planning, and the tracking of pupils' progress through the use of the <i>Continuum of Support</i> should be implemented in line with best practice.</p>	<p><b>Partial progress</b></p> <p>The school has engaged with the Continuum of Support framework and student support files have been developed for pupils in receipt of supplementary teaching. While support plans outline the learning needs of the pupils, the learning targets are not specific and time-bound and are not directly linked to the priority learning needs of the pupils. Clear learning targets should be reflected in the support teachers' short-term planning on a weekly basis. The school provides additional support through the withdrawal of pupils individually, in small groups and some in-class support.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• The teachers have developed a coordinated approach to the teaching of writing genres and they ensure that supplementary reading materials are closely matched to pupils' reading abilities. Rinne an scoil athbhreithniú ar an bplean scoile uile don Ghaeilge agus tá sé curtha i gcomhthéacs do riachtanais na scoile. <i>The school has reviewed the whole school plan for Irish and it reflects the context and needs of the school.</i></li> <li>• Cé go bhfuil stór focal sealbhaithe ag na daltaí, téann sé dian orthu an teanga a úsáid go nádúrtha i suímh éagsúla. <i>While the pupils have acquired a bank of vocabulary they find it difficult to use the language naturally in a variety of contexts.</i></li> <li>• The school has developed individual support files for pupils in receipt of supplementary teaching. However, the learning targets are not specific, time-bound, linked to priority learning needs of the pupils or reflected in the support teachers' short-term planning.</li> </ul>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• Ba chóir do na múinteoirí an iliomad deiseanna cumarsáide a chruthú do na daltaí an teanga nuafhoghlamtha a athchleachtadh go rialta i gcomhthéacsanna éagsúla. <i>Teachers should create many opportunities for the pupils to use the newly acquired language in a variety of contexts.</i></li> <li>• Teachers should identify clear learning targets that are specific and time-bound and directly linked to each identified learning need of the pupils and these learning targets should be reflected in the support teachers' short-term planning on a weekly basis.</li> </ul>	

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<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.