

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Kilkenny Mixed N S
<b>Seoladh na scoile/ School address</b>	Castlecomer Road Kilkenny
<b>Uimhir rolla / Roll number</b>	17218V

**Date of Evaluation: 04-04-2019**



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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 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.

<p><b>ORIGINAL INSPECTION DETAILS</b></p> <p>Type: Follow Through</p> <p>Date of Inspection: 21-09-2017</p> <p>Report Published? Yes</p>	<p><b>FOLLOW-THROUGH INSPECTION DETAILS</b></p> <p>Date of Inspection: 04-04-2019</p>
<p><b>Follow-through inspection activities</b></p>	
<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</li> <li>• Review of resources</li> <li>• Observation of teaching and learning</li> <li>• Feedback to teachers</li> <li>• Interaction with pupils</li> </ul>	
<p><b>Recommendation in original inspection report</b></p>	<p><b>Progress achieved to date on implementation of recommendation</b></p>
<p>In the teaching of reading, further attention should be given to differentiated instruction and the extension of the use of novels.</p>	<p><b>Partial progress</b></p> <p>Learning outcomes in literacy are high overall in the school and a wide range of ability levels was observed in class settings. The staff have worked very hard to provide a range of graded texts. These are available for pupils for reading from junior infants to second class. From third to sixth class, pupils take part in a computer-based initiative which facilitates pupils' independent reading suited to varying ability levels. The principal reported that pupils participate for, on average, fifty minutes per day in this programme at home. Teachers have worked collaboratively, on a whole school basis, in preparing for the teaching of comprehension strategies through the use of <i>Bridges for Understanding</i>. Teacher packs have been prepared for each class level. Books have been selected for the various class levels, for teacher use, during lessons on an agreed selection of comprehension strategies. Teachers follow agreed lesson plans to teach comprehension strategies. While teachers implement this programme in a diligent and consistent manner, further consideration should be given to the provision of differentiated texts and activities during reading lessons. Such an approach will develop pupil application of skills taught in all class settings.</p> <p>The principal reported that the school intends to engage with professional development services to help the school progress with implementing differentiated instruction in reading. Instructional leadership in differentiated instruction in reading may be of benefit. Novels are used in some classrooms to teach reading and in these</p>

	<p>instances pupils enjoy engaging with the texts. The principal indicated that pupils also enjoy reading novels as part of their independent reading programme. The school intends to extend the use of novels to teach reading in the classroom. It is recommended that the schools compile an agreed range of novels and teaching approaches to guide whole school practice.</p>
<p>Assessment data should be further utilised to cater for the varying abilities within classes.</p>	<p><b>Partial progress</b></p> <p>Teachers gather high quality assessment data in all settings observed during the evaluation. At junior level, pupil reading levels and components of literacy are monitored systematically. All pupils at this level have access to quality graded reading material. In other settings, pupils take part in a computer-based reading assessment programme where pupils read books independently at their instructional level. This programme generates high quality data which is very suited to aid planning for reading lessons and to cater for the varying abilities within classes. The principal reported that the teachers will use this data for planning in September 2019. The school also administers standardised reading tests annually. All data are recorded carefully and made available to teachers. These quality data should now be used to plan for the differentiated teaching and learning for pupils of varying abilities within classes. Appropriate use of this data will ensure all pupils have access to texts and tasks appropriate to their ability level during reading lessons.</p>
<p><b>Summary of findings</b></p>	
<p>A worthy start has been made in preparing for the teaching of comprehension strategies and the use of graded reading material. Further development is required to ensure all pupils have access to texts and tasks during reading lessons that reflect the varied abilities within classes.</p> <p>High quality assessment data are collected by all teachers. Further use of this data to plan for reading lessons will help teachers cater for the varying abilities within classes.</p>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• Taking account of the quality assessment data gathered by teachers, due regard should be given to the varying abilities within classes; texts and tasks used during reading lessons should provide appropriate challenge to all pupils.</li> <li>• Novels should be used on a systematic basis to teach reading.</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.