

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Scoil Náisiúnta Baile Fálbach
<b>Seoladh na scoile/ School address</b>	Lusk County Dublin
<b>Uimhir rolla / Roll number</b>	17472M

**Date of Evaluation: 10-10-2017**



**WHAT IS A 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 on the findings and recommendations of the report; the board chose to accept the report without response.

<b>ORIGINAL INSPECTION DETAILS</b>	<b>FOLLOW-THROUGH INSPECTION DETAILS</b>
<b>Type:</b> Whole-school evaluation; Management, Leadership and Learning. (WSE-MLL)	<b>Date of Inspection:</b> 10 October 2017
<b>Date of Inspection:</b> 4 February 2015	
<b>Report Published:</b> Yes	

<b>Follow-through inspection activities</b>
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The following activities took place in the course of the follow-through inspection

- Meeting with principal
- 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

<b>Recommendation in original inspection report</b>	<b>Progress achieved to date on implementation of recommendation</b>
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Teachers are advised to employ a wider range of collaborative teaching methodologies and to differentiate the curriculum to meet the learning needs of all pupils.	<p><b>Partial progress</b></p> <p>Partial progress has been made in addressing this recommendation. Play-based approaches have been introduced in the infant classroom and appropriate pair or group work was observed in three other settings. However, there was scope for development in respect of the differentiation of lesson objectives and content to meet the variety of individual pupils' needs in the multi-grade classrooms.</p>
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The board of management should formulate an action plan for the future development of the school, ensure all policies and procedures are in line with current Department of Education and Skills' guidelines and facilitate parental involvement in the development and review of relevant policies.	<p><b>Partial progress</b></p> <p>The board has made partial progress in addressing this recommendation. Board meetings are held regularly and minutes of meetings are now recorded in a more comprehensive manner. The board has not yet formulated an action plan for the future development of teaching and learning in the school. Since the original evaluation, the school has changed the morning-assembly routines and school break-times so that they are now in line with the Departments' guidelines. The admissions policy and code of behaviour have been reviewed and a good range of organisational policies ratified.</p>
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The principal should further develop collaborative curriculum leadership in order to progress the development of teaching and learning in the school.	<p><b>Partial progress</b></p> <p>There is still need to develop curricular leadership in the school in a systematic and purposeful way. The acting-principal organises regular staff meetings at which organisational and curricular matters are discussed. Professional development training has been organised for staff for example in oral language education and well-being. The in-school management team does not meet formally; it would be beneficial if this was remedied.</p>
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<p>In-class support approaches, early intervention and literacy and numeracy initiatives should be developed to enable differentiated learning across the school for all pupils.</p>	<p><b>Partial progress</b>  Teachers have made partial progress in addressing this recommendation. In-class team teaching was observed in two settings; good overall teaching was observed in these settings but there is need to support the development of differentiated reading more effectively to meet the needs of the range of pupils in the class. Planning for, and assessment of, learning during these team-teaching sessions require significant development to ensure that all pupils are appropriately challenged.</p>
<p>The whole-school planning process, classroom planning and recording of monthly progress (<i>cuntais mhíosúla</i>) should be further developed to effectively guide school improvement.</p>	<p><b>Partial progress</b>  The school has made partial progress in addressing this recommendation. Teachers have introduced an agreed framework for the recording of monthly progress in learning. Classroom planning has improved in most settings with a greater focus now placed on identifying the learning objectives and skills to be progressed. Staff have initiated a cyclical plan for the review of whole-school curricular planning and have just commenced reviewing the English plan. This work should progress at a faster pace so as to guide school improvement effectively.</p>
<p><b>Summary of findings</b></p>	
<p>Partial progress has been made in addressing all of the recommendations of the WSE-MLL but considerable improvement is still necessary to fully address all of the recommendations.</p>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• Teachers should enhance pupils' individual reading attainment through the provision of differentiated reading material.</li> <li>• The board of management should formulate an action plan to guide the future development of teaching and learning in the school.</li> <li>• The acting-principal should convene regular meetings of the in-school management team with a focus on the development of curriculum leadership and whole-school planning.</li> <li>• More strategic planning and assessment should be used to effectively guide differentiated in-class support approaches.</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.