

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Ogonnelloe National School
Seoladh na scoile/ School address	Ogonnelloe Scariff County Clare
Uimhir rolla / Roll number	17563P

Date of Evaluation: 15-05-2019



An Roinn Oideachais
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 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.

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
<p>Type: WSE-MLL</p> <p>Date of Inspection: 02-02-2017</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 15-05-2019</p>
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection:</p> <ul style="list-style-type: none"> • Meeting with principal • 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>The structure of support provision for pupils with special educational needs (SEN) should be reviewed to maximise differentiated support for all pupils and to ensure that learning programmes are aligned appropriately with pupils' learning needs.</p>	<p>Good progress</p> <p>The structure of support provision for pupils with SEN has been reviewed collaboratively. The National Educational Psychological Service's (NEPS) <i>Continuum of Support</i> is being implemented. Both in-class support and withdrawal teaching are used. In-class support teaching, including station teaching and team teaching, is used to effectively support pupils' learning in literacy and numeracy. It is highly commendable that Literacy Lift-Off is implemented in infant and junior classes to develop pupils' reading and comprehension skills. To build on this good practice, small group literacy instruction, using differentiated texts and in-class support teaching, should be implemented in middle and senior classes.</p> <p>While learning programmes are aligned to pupils' identified needs, there is scope to further develop more specific and varied learning activities for pupils with SEN in some settings.</p>
<p>Teachers in all settings should record consistent short-term planning which outlines clear objectives for learning and provides for specific differentiation for pupils.</p>	<p>Very good progress</p> <p>A short-term planning template has been devised and is being implemented consistently by teachers. Clear objectives are outlined for all curricular areas. Various differentiated strategies for pupils are also identified.</p>
<p>Pupil-led assessment strategies should be further developed, at whole school level, to support pupils in reflecting on their learning.</p>	<p>Very good progress</p> <p>Very good progress has been achieved in developing pupil-led assessment strategies at a whole-school level. A range of assessment for learning methods, appropriate to the pupils' ages, is used to support pupils in reflecting on their learning. Assessment for learning strategies were evident in pupils' copybooks, work portfolios and on classroom displays. Pupils in all classes could discuss these strategies competently.</p>

Summary of findings

Good progress has been achieved in relation to the structure of support provision for pupils with SEN; both in-class and withdrawal teaching are used to support pupils. The use of differentiated texts to support the development of pupils' literacy skills in infant and junior classes is highly commendable; this practice should be extended to middle and senior classes. All teachers maintain consistent short-term planning. A range of effective assessment for learning strategies is implemented in all classes to support pupils in reflecting on their learning.

Recommendations

- Small group literacy instruction, supported by in-class support teaching, should be implemented in middle and senior classes.

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.
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<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.
