

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	S N Naomh Padraig Mxd
Seoladh na scoile/ School address	Baile Haol Co Kilkenny
Uimhir rolla / Roll number	17628R

Date of Evaluation: 06-12-2019



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.

<p>ORIGINAL INSPECTION DETAILS</p> <p>Type: WSE MLL</p> <p>Date of Inspection: 09-03-2017</p> <p>Report Published? Yes</p>	<p>FOLLOW-THROUGH INSPECTION DETAILS</p> <p>Date of Inspection: 06-12-2019</p>
<p align="center">Follow-through inspection activities</p>	
<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 • Review of resources • Observation of teaching and learning • Feedback to teachers • Feedback to principal • Interaction with pupils 	
<p align="center">Recommendation in original inspection report</p>	<p align="center">Progress achieved to date on implementation of recommendation</p>
<p>The school should implement a more incremental approach to the development of the pupils' oral language skills and extend existing approaches to differentiated reading instruction.</p>	<p>Good progress</p> <p>Good progress has been made in developing pupil's oral language skills. In all lessons observed, pupils were provided with purposeful opportunities to actively listen, ask and answer a variety of questions, justify answers, communicate new learning, and respond to creative texts. Progression is evident from class level to class level. Senior pupils make presentations and are regularly challenged to form their own opinions on a wide range of topics. Where very effective practice was observed, teachers identified specified target language and provided pupils with structured activities to facilitate use of this new language. All teachers provided short term plans for oral language. Very effective planning was characterised by clearly laid out progression in language and skill development for pupils. For the most part, pupils' oral language development is assessed informally, with teacher observation being the main assessment approach across all settings. Further development is required to implement an agreed whole-school approach to the assessment and planning for the teaching of oral language.</p> <p>Good progress has been made implementing differentiated reading instruction. All pupils have access to graded-reading material. In some settings, pupils experience systematic, monitored and differentiated reading instruction. However, in a minority of settings there is an over reliance on the whole-class teaching of reading. The school should ensure that all pupils are provided with differentiated</p>

	instructional approaches to the teaching of reading each year on a systematic basis.
In order to support the cohesive implementation and regular monitoring of the impact of agreed whole-school initiatives, curriculum leadership should be further developed.	Good progress Good progress has been made in the cohesive implementation of a wide range of whole-school initiatives. These initiatives include the introduction of a whole-school approach to the teaching of oral language, access to graded-reading material, the teaching of Irish and the use of pair work and pupil presentations. Other whole-school approaches have been implemented to support well-being, behaviour management, problem solving, and physical literacy. The principal and in-school management (ISM) should develop specific curriculum leadership roles further. The ISM should monitor existing initiatives to ensure pupils in all settings have access to differentiated reading instruction which is systematically monitored.
Summary of findings	
<ul style="list-style-type: none"> • The school has implemented an agreed approach to the teaching of oral language but further development is required in the areas of learning outcomes and assessment. • Differentiated approaches to reading instruction are in place in some settings, a more systematic approach is required to ensure all pupils have access to differentiated reading instruction. • The school has implemented a range of agreed whole-school initiatives, further development is required in curricular leadership. 	
Recommendations	
<ul style="list-style-type: none"> • Leadership in specific curricular areas should be further developed in order monitor existing initiatives and ensure pupils in all settings have access to differentiated reading instruction. • The school should implement an agreed whole-school approach to planning and assessing specific learning outcomes for pupils' oral language. 	

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.
<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.