

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	SN Gearoid Ui Ghriobhtha
Seoladh na scoile/ School address	Loughill County Limerick
Uimhir rolla / Roll number	178140

Date of Evaluation: 28-01-2020



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 in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

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: Whole School Evaluation-Management, Leadership and Learning (WSE-MLL)</p> <p>Date of Inspection: 06-12-2017</p> <p>Report Published? Yes</p>	<p>FOLLOW-THROUGH INSPECTION DETAILS</p> <p>Date of Inspection: 28-01-2020</p>
<p>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 • Interview with relevant teachers • Review of school documentation and records and pupils' work • Observation of teaching and learning • Interaction with pupils 	
<p>Recommendation in original inspection report</p>	<p>Progress achieved to date on implementation of recommendation</p>
<p>To consolidate pupils' learning across the curriculum, pupils should be facilitated to regularly report on, present and explain learning processes and outcomes.</p>	<p>Good progress</p> <p>The principal reported that teachers emphasise a thematic approach to the implementation of the curriculum in all learning settings. This facilitates the further exploration of learning processes with pupils and helps to consolidate their learning across curricular areas. Pupils, in all settings, participate in local and national initiatives and the school endeavours both to bring learning into the community and the community into pupils' learning in the classroom, in a real way. On the day of the inspection, pupils in the junior and senior classes spoke with enthusiasm and clarity about the Grandparents' Day ceremony and events planned for the following day. They also discussed their participation in the Junior Entrepreneur Programme in the last school year, science experiments conducted this school year and their experience of and engagement with writing genres. Sharing the learning intentions of lessons with pupils and using learning intentions to promote pupil self-assessment across curricular areas will enable pupils to reflect on and discuss learning processes in a more informed manner going forward.</p>
<p>Effective whole-school approaches to literacy, initiated in junior classes, should now be extended to both learning settings.</p>	<p>Good progress</p> <p>An accelerated reading programme has been introduced in senior classes to enable pupils to read at their instructional level. Pupils reported that they are enjoying the programme and that they are reading more books since it was introduced. A whole-school approach to the teaching of writing genres is also being implemented in both learning settings. On the day of the inspection, pupils had difficulty in naming and describing the writing genres that they have covered since September. The school is advised to adopt a</p>

	<p>more structured approach to the teaching of writing genres. This will enable teachers to spend more time modelling writing skills and processes for pupils and will give the pupils more time to practise and consolidate these skills independently.</p>
<p>The provision of support teaching should be reviewed to comply with circular 0013/2017</p>	<p>Partial progress</p> <p>The school availed of support from the PDST in relation to team teaching approaches to Mathematics at the beginning of the school year. Since then, teachers have implemented team teaching strategies when teaching some strand units in mathematics lessons in middle and senior classes and to consolidate pupils' learning in Mathematics in infant and junior classes. On the day of the inspection, teachers reported that pupils in junior infants are withdrawn for Mathematics on four days per week. While some team teaching is implemented in middle and senior classes, pupils in third and fourth class are generally withdrawn for instruction in Mathematics also. The school is advised to review the withdrawal of whole-class groups in this manner and to ensure that the pupils with the greatest level of need are prioritised to receive the greatest level of support. The school should continue to engage with the support services, to assist teachers to develop team teaching approaches relevant to multi-grade settings and to the individual context of the school.</p>
<p>The formal school self-evaluation process should be reintroduced as soon as possible.</p>	<p>Good progress</p> <p>The formal school self-evaluation (SSE) process was re-introduced in 2018. A school improvement report (SIR) and a school improvement plan (SIP) have been devised. The SIP is being implemented to improve pupil outcomes in oral language, reading and writing in English. There is a need to define the targets more specifically and to agree and implement a whole-school approach to assessment to evaluate the impact of change initiatives on pupils' learning. The school should report to the broader school community regarding the progress made in the attainment of targets annually. Consideration should also be given to ways in which parents can be supported to engage with SSE targets with their children at home.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • The school has made good progress in the implementation of three of the recommendations made and partial progress in the implementation of the fourth. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Learning intentions should be shared with pupils and used to promote self-assessment strategies across curricular areas. • A more structured approach to the implementation of writing genres should be implemented. 	

- There remains a need to ensure that pupils with the greatest level of need receive the greatest level of support.
- SSE targets should be specifically stated and linked to agreed assessment strategies which evaluate their impact on pupils' learning.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board of Management of Scoil Ghearéid Ui Ghriobhtha welcomes the findings of the Follow Through report as was conducted on 28th of February 2020.

We are pleased that the report acknowledges

- The exploration of learning processes and consolidation of pupil's learning across curricular areas.
- The school's endeavours to participate in local and national initiatives.
- That a graded reading programme is now being implemented in the school.
- That the staff and the school community have availed of support in relation to team teaching approaches.
- The school's reengagement with the SSE process.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The Board of management accepts the findings and recommendations of the Follow Through report and has commenced the process of addressing these recommendations.

We have engaged with the PDST in relation to the new Primary Language Curriculum and we are currently receiving support through the sustained support model. After our initial meeting with our facilitator, we have spoken about a renewed approach to the teaching of writing genres and the sharing of learning intentions with the pupils.

We will continue to assess and review our support teaching in order to provide pupils with the greatest level of need the support they require.

The Principal has attended a seminar on the SSE process since the Follow Through report and has received clarification on the selection of targets for the SSE process.