

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil Náisiúnta Dún Uabhair
Seoladh na scoile/ Scholl address	Dún Uabhair Drogheda County Meath
Uimhir rolla / Roll number	17856H

Date of Evaluation: 13-10-2016



Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: WSE-MLL Date of Inspection: 19-9-2014 Report Published: Yes	Date of Inspection: 13-10-2016
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 • Interview with relevant teachers/members of staff • Review of school documentation and records and pupils' work • Review of resources and facilities • Observation of teaching and learning • Interaction with pupils 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Moltar clár céimniúil a chur i bhfeidhm chun scileanna na ndaltaí sa Ghaeilge a fhorbairt. <i>An incremental programme should be implemented to develop pupils' language skills in Irish.</i></p>	<p>Dul chun cinn maith/ Good progress</p> <p>Rinneadh dul chun cinn maith ar an moladh seo sa mhéid is go bhfuil plan céimnithe scoile-uile leagtha amach do labhairt na Gaeilge agus scéim ghrádaithe curtha ar fáil don léitheoireacht. Táthar ag súil go bhfeabhsóidh teanga na ndaltaí nuair a chuirtear an plan i bhfeidhm. Moltar scileanna léitheoireachta na ndaltaí a fhorbairt go follasach agus béim a chur ar phróiseas na scríbhneoireachta agus é a chomhtháthú go stráitéiseach leis na scileanna eile. <i>Good progress has been made in so far as an incremental whole-school plan has been devised for oral Irish and a progressive scheme provided for reading. It is expected that pupils' language will improve when this plan is implemented. It is recommended that reading skills be developed discretely and that emphasis be placed on process writing and strategically integrated with the other language skills.</i></p>
<p>Additional use of differentiated strategies and reading resources is recommended to ensure that pupil progress is commensurate with their abilities</p>	<p>Very Good Progress</p> <p>Very good progress has been made in ensuring that pupils' reading is progressed commensurate with their abilities. A significant investment has been made in graded reading materials for all pupils. Various effective strategies have been implemented to improve pupils' reading at individual level. These strategies have impacted positively on learning outcomes.</p>
<p>In-class support models should be reviewed to ensure all interventions are purposefully planned and focused</p>	<p>Good Progress</p> <p>Good progress has been made in implementing in-class support models in</p>

on the needs of identified pupils.	the school. In some lessons observed, the support was focused on pupils' learning needs and effective strategies were used to improve learning. However, in some instances, there is need to conduct further diagnostic assessment to clearly identify learning needs, to purposefully and co-operatively plan the in-class intervention and to monitor its impact on pupil learning.
Summary of findings	
The school has made conscientious efforts to address all the recommendations made during the WSE-MLL in 2014. Significant improvement has been made in developing pupils' reading skills in English. Whole-school planning has been undertaken and resources provided to improve pupils' Irish language skills. While good work is underway in the provision for in-class support, there is potential to further develop these interventions.	
Recommendations	
<ul style="list-style-type: none"> • Ag tógáil ar an dea-obair atá déanta go dtí seo i leith na Gaeilge, ní mór scileanna teanga na ndaltaí a fhorbairt a thuilleadh. <i>To build upon the good work done so far, it is recommended that pupils' language skills be further developed in Irish.</i> • In-class provision should be more purposefully planned, focused on the various learning needs of pupils and monitored regularly. 	

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.