

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	S N Seamus Naofa
Seoladh na scoile/ School address	Robinstown Glenmore Co. Kilkenny
Uimhir rolla / Roll number	18158L

Date of Evaluation: 10-01-2020



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 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: Follow Through</p> <p>Date of Inspection: 26-01-2017</p> <p>Report Published? Yes</p>	<p>FOLLOW-THROUGH INSPECTION DETAILS</p> <p>Date of Inspection: 10-01-2020</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>A school-wide focus on the development of comprehension skills would further enhance learning across the curriculum.</p>	<p>Good progress</p> <p>The school has made good progress in developing whole-school approaches to the teaching of comprehension skills. It was decided, following collaboration between staff members and a visit from a facilitator from the Professional Development Service for Teachers, to promote comprehension skills through pupil engagement with a variety of novels, and through the implementation of Literacy Lift-off (LLO).</p> <p>LLO is now a feature of the work from infants to 2nd class and the promotion of pupils' comprehension skills is central to the work.</p> <p>Pupils from 3rd to 6th class read a variety of novels each year. Their understanding of the novels is promoted through the varied questioning of pupils, the comparing of the novel to previously read material and through using prior knowledge to understand new words and phrases. Team-teaching is used successfully to facilitate the pupils' reading of novels which are at their instructional level.</p> <p>The teachers also focus on the development of comprehension skills in the teaching of other subjects, including problem-solving in Mathematics, the Social Environmental and Scientific subjects and in Drama lessons.</p> <p>It is evident that the focus on comprehension skills is yielding positive results. Comprehension results from standardised tests</p>

	<p>have steadily improved over the last three years.</p> <p>While it is evident that pupils' comprehension skills are being promoted, there is still an opportunity for the more systematic development of agreed strategies across the school. This would ensure consistency of approaches and the incremental development of pupils' skills.</p>
Summary of findings	
<ul style="list-style-type: none"> • The school has made good progress in developing whole-school approaches to the teaching of comprehension skills, which are impacting positively on pupils' learning. • There is still a need for the more systematic development of agreed comprehension skills across the school. 	
Recommendations	
<ul style="list-style-type: none"> • The school should promote the systematic development of agreed comprehension skills across the school. 	

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.