

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Boolavogue N S
Seoladh na scoile/ School address	Boolavogue Ferns Co Wexford
Uimhir rolla / Roll number	18336J

Date of Evaluation: 27-09-2018



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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE-MLL</p> <p>Date of Inspection: 04 March 2016</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 27-09-2018</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 • Interview with relevant teachers • 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>Pupils' abilities to express themselves orally should be further developed through the provision of increased opportunities for pupils to elaborate on and critically engage with the views and the opinions of others.</p>	<p>Very good progress</p> <p>The staff has undertaken training as part of the School of Excellence 'Creative Language School' award to develop the pupils' oral language skills. The school has amended its plan for English literacy to link the teaching and learning of oral language skills more closely with reading comprehension and genre writing skills. Following an assessment of pupils' oral language skills, the skills of sequencing, retelling, elaborating and inferring were specifically focused on. Teachers used their training to develop a series of discrete oral language lessons for all classes. A dedicated oral language station, as part of in-class support in English, was introduced from first to sixth classes.</p> <p>During the evaluation, all teachers overtly shared the intended learning outcomes for oral language with their pupils. Active teaching and learning methodologies were used very well in junior and middle classes to provide opportunities for pupils to use their oral language skills across Social Environmental and Scientific Education (SESE), Mathematics and English lessons. A strong emphasis was placed on pupils having structured arguments and engaging critically with the views and opinions of others.</p> <p>Some particularly effective examples of pupils' independent use of oral questioning and feedback in Irish were observed in the junior classes.</p>
<p>In order to ensure that classroom-based interventions in literacy and numeracy are embedded in practice, a system to monitor</p>	<p>Good progress</p> <p>Despite a significant change in the school's staff, the school has continued to embed classroom-based interventions, using regular</p>

<p>the implementation of the agreed actions should be established.</p>	<p>staff meetings to share information around agreed whole-school priorities. It has focused on developing literacy interventions in particular, as part of school development planning.</p> <p>The school's class-based, guided reading intervention has been developed to integrate the teaching of reading, comprehension and oral language skills. Pre-intervention and post-intervention benchmarking assessments have been used by the special education teachers (SET) to monitor pupils' progress and to assess the effectiveness of the guided reading approach. Assessment data indicates that most pupils have made significant advances in the areas of fluency, applied knowledge, retelling and literal and inferential comprehension.</p> <p>During the evaluation, highly effective examples of station teaching, group work and pupils' leading their own learning were observed. It is important that such effective practice is implemented and embedded school-wide. The school is continuing to implement a cursive writing approach to penmanship from infants through to senior classes previously introduced as part of school self-evaluation (SSE) in literacy.</p> <p>At Infant level, the SET team assessed pupils' individual learning outcomes, following the implementation of the Ready, Set, Go Maths initiative to obtain assessment data. In line with the school's previously identified focus on problem-solving a whole school approach to problem-solving is now used. Discrete problem-solving classes are taught from third to sixth classes. Some baseline assessment data is gathered in these settings. There is a need to further develop the monitoring and tracking of the impact of whole-school approaches to problem solving and numeracy initiatives on pupils' learning.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • The school has made very good progress in developing pupils' abilities to express themselves orally through the provision of increased opportunities for pupils to elaborate on and critically engage with the views and the opinions of others. • Good progress has been recorded in establishing a system to monitor the implementation of the agreed actions in order to ensure that classroom-based interventions in literacy and numeracy are embedded in practice. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Further monitoring of the school-wide implementation of active, collaborative interventions as part of group work is advised, including an increased focus on the sharing of the school's existing very good practice in relation to station teaching interventions and pupils' leading their own learning. • The school's plan to further develop and embed the assessment of its numeracy interventions through the tracking of pupils' learning outcomes should be progressed. 	

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 is very pleased with the findings of this follow-through inspection. It is appreciated that the progress achieved has been acknowledged by the Inspectorate.

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 and staff of Boolavogue N.S. will continue to work diligently to provide the best teaching and learning environment for the pupils in our school. Our staff are currently reviewing the practices in place for classroom-based numeracy interventions to ensure continued progress is made.