

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	S N Cathair Aodha
Seoladh na scoile/ School address	Lissycasey Ennis Co Clare
Uimhir rolla / Roll number	18541K

Date of Evaluation: 09-12-2016



Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: WSE-MLL Date of Inspection: 01 October 2014 Report Published? Yes	Date of Inspection: 09-12-2016
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 and members of in-school management team • Interview with relevant teachers • Review of school documentation and pupils' work • Observation of teaching and learning • Interaction with pupils • Contact with chairperson of board of management 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>In English, a more challenging programme of work should be undertaken in oral language in the senior settings and further opportunities should be provided for creative and free writing.</p>	<p>Very good progress</p> <p>Very good progress has been made in English. The redrafted whole-school policy gives clear instructional guidance and teachers have accessed relevant professional development. Vocabulary development is prioritised and pupils receive opportunities to present their work orally. During the evaluation, the pupils demonstrated high levels of competence in their ability to express a point and refute other pupils' opinions. Pupils' engagement with the writing process and the quality of writing overall was very good. All teachers adhere to the whole-school plan for writing. Pupils experiment with different writing styles in their free-writing copybooks in both settings.</p>
<p>Sa Ghaeilge, tá scóip le béim níos láidre a leagan ar an gcur chuige cumarsáideach. <i>In Irish, there is scope for a stronger emphasis to be placed on the communicative approach.</i></p>	<p>Dul chun cinn an-mhaith / Very good progress</p> <p>I rith na cigireachta, úsáideadh an Ghaeilge mar theanga teagaisc agus bhí scileanna éisteachta agus tuisceana na ndaltaí d'fhíor-árdchaighdeán. Bhí béim láidir ar an gcumarsáid i rith na gceachtanna a chonacthas. Baineadh úsáid an-mhaith as athrá chun ionchur teanga a mhúineadh, agus as ceisteanna chun comhrá a fhorbairt. Bhí formhór na ndaltaí in ann abairtí iomlána a chruthú ar chaighdeán árd. Sna hardranganna, bhain na daltaí úsáid an-mhaith as raon briathra sa Ghaeilge labhartha. <i>During the inspection, Irish was used as the instructional language and pupils' listening and</i></p>

	<p><i>comprehension skills were of a very high standard. There was a strong emphasis on communication during the lessons observed. Very effective use was made of repetition to teach language, and of questions to develop conversation. Most pupils were able to construct full sentences at a high standard. In the senior classes, pupils made very good use of a range of verbs in spoken Irish.</i></p>
<p>The school should develop its practices in gathering and using assessment data.</p>	<p>Good Progress</p> <p>The assessment policy contains a good outline of relevant assessment approaches. Standardised tests are administered annually, and the results are analysed to inform teaching and learning. A whole-school approach to classroom assessment is in place, and class tests are administered three times a year in English, Mathematics and Gaeilge. The results are recorded and stored centrally. In the support setting, a range of diagnostic tests are used to inform learning for pupils with special educational needs (SEN). However, pupils are not currently engaged in meaningful self-assessment. Teachers should further develop their assessment approaches to include the sharing of success criteria with pupils, formative feedback in copybooks and pupil self-assessment.</p>
<p>Planning practices in the special educational needs settings should be improved to ensure greater clarity in learning targets and more continuity and progression in pupils' learning.</p> <p>To facilitate additional early intervention and to enhance early skills in literacy and numeracy, additional in-class support should be provided.</p>	<p>Partial Progress</p> <p>Previous and current individual education plans (IEPs) and assessment records for pupils with SEN are now stored appropriately. However, the targets in these IEPs are neither specific nor time-bound and do not record pupil progress. Teachers should ensure that targets in plans are specific and time-bound and used to monitor and record pupil progress.</p> <p>Partial progress has been made in the provision of in-class support to enhance pupils' early literacy and numeracy skills. Some teachers have accessed professional development. Pupils' early literacy needs have been identified, although support is primarily provided by withdrawing whole-class groups without sufficient regard to the specific needs of individual pupils. Where in-class support is provided, the current arrangements do not adequately address pupils' needs. Teachers should review this model of instruction to maximise differentiated instruction and support for pupils' needs.</p>
<p>To further encourage pupils, classroom reward systems should be used to a greater degree and whole-school assemblies should be organised.</p>	<p>Very good progress</p> <p>In each classroom, there is now an agreed reward system. In addition, pupils receive recognition for outstanding work. Whole-school assemblies are organised frequently, with an emphasis on promoting high standards in pupil achievement.</p>

Summary of findings

Of the recommendations in the original report, the school has made very good progress in three areas, good progress in one and partial progress in one.

Recommendations

- Teachers should use in-class support to maximise differentiation of instruction and support for pupils' needs.
- Teachers should ensure that targets in plans are specific and time-bound and are used to monitor and record pupils' progress.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

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

We are fully committed to implementing the recommendations as outlined in the follow-through report.