

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Scoil Náisiúnta Chathair Aodha
<b>Seoladh na scoile/ School address</b>	Lissycasey Ennis County Clare
<b>Uimhir rolla / Roll number</b>	18541K

**Date of Evaluation: 18-05-2018**



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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 was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

## **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
<b>Type:</b> Follow-Through Inspection <b>Date of Inspection:</b> 09-12-2016 <b>Report Published?</b> Yes	<b>Date of Inspection:</b> 18-05-2018
<b>Follow-through inspection activities</b>	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> <li>• Meeting with principal</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and records and pupils' work</li> <li>• Observation of teaching and learning</li> <li>• Interaction with pupils</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Teachers should use in-class support to maximise differentiation of instruction and support for pupils' needs.</p>	<p><b>Very good progress</b></p> <p>The teachers have attended professional development courses for a variety of in-class and team-teaching models, and a number of practices have been introduced as a result. In-class support teaching takes place in literacy and numeracy across the school. In the lesson observed, the content and instruction was highly differentiated to accommodate the needs of the pupils in each group. The main focus in literacy has been on developing writing skills, and samples of work show very good progression in learner outcomes. In numeracy, small groups are organised based on assessment data and teacher observations to allow for differentiated learning. In most instances, pupil progress is assessed at the end of the block of work. This very good practice should be extended to all in-class support interventions. The recently introduced in-class support for <i>Aistear: the Early Childhood Curriculum Framework</i> is praiseworthy.</p>
<p>Teachers should ensure that targets in plans are specific and time-bound and are used to monitor and record pupils' progress.</p>	<p><b>Very good progress</b></p> <p>Overall, the targets in plans for pupils with special educational needs are very specific and are reviewed twice yearly. Very good observational notes and relevant assessment data are recorded on these plans to monitor pupil progress. In line with best practice, the school should now use the National Educational Psychological Service (NEPS) <i>Student Support Files</i> as a template for these documents.</p>
<b>Summary of findings</b>	
<p>Very good progress was made in both recommendations from the previous report.</p>	
<b>Recommendations</b>	
<p>No further recommendations arise in relation to the recommendations in the original report.</p>	

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<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.