

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Saint Joseph's Girls' National School
Seoladh na scoile/ School address	Barry Avenue Finglas West Dublin 11
Uimhir rolla / Roll number	19015R

Date of Evaluation: 14-09-2017



WHAT IS A 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, and the response of the board will be found in the appendix of this report.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Whole School Evaluation Management, Leadership and Learning</p> <p>Date of Inspection: 30-09-2015</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 14-09-2017</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' speaking, listening and reading skills in English and Irish should be developed as part of a cohesive language curriculum.</p>	<p>Partial progress</p> <p>Overall, partial progress has been made in developing pupils' skills in English and Irish as part of a cohesive language curriculum. Pupils' listening skills in English and Irish and reading skills in English are developing well and they are regularly engaged in oral language activities. However, their oral language skills are not being sufficiently developed as part of a language programme. While pupils read regularly in Irish, they often lack fluency.</p>
<p>There is need to develop the current model of in-class provision to incorporate more effective team teaching and to support the development of play-based methodologies in infant classes.</p>	<p>Good progress</p> <p>Overall, good progress has been achieved in developing the school's in-class provision. Team teaching in literacy and in numeracy, and increasingly in play-based learning in infant classes, is now a feature of practice. Where provision is effective, teachers implement a collaboratively planned programme and pupils are actively engaged to achieve clear learning outcomes. Assessment data is not consistently informing in-class provision.</p>
<p>The board of management should ensure that relevant curricular, organisational and legislative plans are in place and that the indoor and outdoor learning environments of the school are improved.</p>	<p>Partial progress</p> <p>All relevant whole-school curricular, organisational and legislative plans are now in place, as is a schedule for their review. However, not all plans are fully reflective of the school's current practice namely the assessment policy, the special educational needs policy and the English curricular plan. On-going improvements are observable in the school's learning environments.</p>
<p>The school improvement plan should incorporate clear and measurable targets</p>	<p>Partial progress</p> <p>Partial progress has been achieved in developing measurable targets for all areas of the Delivering Equality of Opportunity in Schools (DEIS)</p>

<p>directly informing whole-school approaches and teachers' practice in all settings.</p>	<p>planning process. Targets set in literacy and numeracy are outlined for each class level; they are not, however, clearly stated or adequately informed by assessment data so as to be measurable.</p>
<p>Summary of findings</p>	
<p>Overall, pupils' listening skills are developing well; however, their oral language skills and reading skills in Irish are not adequately developed. In-class provision incorporates more effective team teaching, although assessment practices are not yet used consistently. While school plans are in place, not all plans reflect current practice fully. Targets are set for all areas of the DEIS planning process; those set in literacy and numeracy are not sufficiently clear and measurable. Commendably, on-going improvements are observable in the school's learning environments.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • The further development of pupils' oral language skills in English and reading skills in Irish, as part of a cohesive language programme, is needed. • In-class provision should be more consistently informed by assessment in all settings. • Further review of whole-school plans, so that they incorporate current practice fully, is needed. • Whole-school targets set in literacy and numeracy should be more clear and measurable. 	

Appendix

School response to the report

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The Board of Management of St. Josephs GNS is satisfied with the content of the Follow through inspection report. It welcomes the affirmations in the report and also endeavours to implement all recommendations contained within the 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

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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.