

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Carbury National School
Seoladh na scoile/ School address	The Mall Sligo
Uimhir rolla / Roll number	19495L

Date of Evaluation: 14-06-2019



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 single manager of the school was given an opportunity to comment on the findings and recommendations of the report; the single manager 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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Whole School Evaluation Management, Leadership and Learning</p> <p>Date of Inspection: 24-01-2018</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 14-06-2019</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 members of in-school management team • 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 • Contact with single manager 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Sa Ghaeilge, ba chóir scileanna labhartha na ndaltaí a fhorbairt agus raon níos leithne d'eispéiris chumarsáideacha a sholáthar; ba chóir athbhreithniú a dhéanamh ar an phleanáil-scoile uile don Ghaeilge chun leanúnachas agus dul chun cinn níos fearr san fhoghlaim a chinntiú, agus ba chóir measúnú níos tréine sa Ghaeilge a thionscan. <i>In respect of Irish, the pupils' oral skills should be developed with a broader range of communicative experiences provided; whole-school planning for Irish should be reviewed to ensure better continuity and progression in learning, and more robust assessment in Irish should be introduced.</i></p>	<p>Good progress/ Dul chun cinn maith</p> <p>Tá dul chun cinn maith déanta ag an scoil ó thaobh an mholadh seo a chur i bhfeidhm. Chuir an fhoireann béim ar theagasc na Gaeilge mar pháirt den phróiseas féinmheastóireachta scoile and leag siad amach plean feabhsúcháin le spriocanna agus gníomhartha ar leith do theagasc na Gaeilge sa scoil. Tá dul chun cinn an-mhaith ó thaobh an phleanáil scoile uile agus pleanáil na múinteoirí do chur chuige an teagaisc sa Ghaeilge agus don mheasúnú. Cé go bhfuil na cuir chuige torthúil i roinnt ranganna, tá gá ann chun an tréimhse chumarsáide a fhorbairt i ngach rang chun scileanna labhartha na ndaltaí a fheabhsú. <i>The school has made good progress in implementing this recommendation. The staff focused on the teaching of Irish as part of the school self-evaluation process and has outlined targets and actions for the teaching of Irish in their school improvement plan. Very good progress has been achieved in whole-school and teachers' planning for teaching approaches in Irish and assessment. While the teaching approaches have proved fruitful in some classes, there is a need to develop the communicative phase in every class to improve the pupils' oral skills in Irish.</i></p>
<p>Teachers should differentiate in their planning and teaching for the implementation of subject-specific language for pupils with EAL, and prepare specific programmes of work for pupils granted an</p>	<p>Very good progress</p> <p>Very good progress has been achieved in respect of this recommendation. The teacher for pupils with special educational needs meets with the class teachers at the beginning of the school year to plan collaboratively with a purposeful focus on the teaching</p>

<p>exemption from Irish.</p>	<p>of differentiated subject-specific language for pupils with EAL. All teachers who have pupils exempt from the study of Irish in their classes have prepared specific and purposeful programmes of work for them.</p>
<p>It is essential that appropriate communication and a professional working relationship be established between the chairperson of the board of management and the principal; in-school management and teachers in consultation with the board need to develop a clear vision, a common purpose and a more unified approach.</p>	<p>Very good progress The board of management has been dissolved and a single manager was appointed to the school in January 2019. Teachers have had opportunities to engage with the single manager. Regular meetings will be held as an ongoing process in consultation with the principal to support teachers in their work. Policies have been discussed and ratified at whole-school level and strategic planning is in place for the review of policies. Parental views were sought for the review of relevant policies. School staff reported that there is a more cohesive approach in evidence between the school and the single manager.</p>
<p>It is imperative that the status of the board of management be confirmed for the school community and that meetings of the board resume without delay; immediate and coordinated action by all parties, including the patron body, board of management and in-school management, is required.</p>	<p>Very good progress The single manager sent a letter to all parents to inform them that he was the single manager of the school.</p>
<p>It is strongly recommended that more effective communication and cooperation are established between the parents' association; in-school management and board.</p>	<p>Very good progress The single manager in his letter to all parents indicated that that he will focus on establishing appropriate, positive engagements and the best ongoing relationship with the school. All parents and staff were invited to a meeting with the single manager in March 2019. He will meet with the staff and parents again in September 2019. A letter will be sent to parents at the end of school term to outline progress on various concerns which were discussed at the meeting and about planning for the establishment of a parent-teacher association.</p>
<p>The board should provide more complete information to parents on the operation of the work of the school; ideally, this should include an annual report with relevant detail of school accounts.</p>	<p>Very good progress Since his appointment the single manager has sent a letter to all parents inviting them to a meeting and any concerns they had were discussed at the meeting. Relevant draft policies have been placed on the school website for all parents' views to be gathered before their ratification. The school staff provides regular newsletters to parents which include details of school initiatives and activities along with relevant updates in relation to school policies and procedures. The chairperson reported that an annual report of school accounts would be provided to parents at the end of the current school year.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Very good progress has been achieved in five of the recommendations and good progress in respect of one of the recommendations. 	

- Very good progress has been made in planning for teaching approaches and assessment in Irish. However, pupils' oral language skills in Irish require improvement.
- Teachers have prepared planning for differentiated subject-specific language for pupils with needs in EAL and programmes of work for pupils with an exemption from the study of Irish.
- A single manager has been appointed to the school and professional working relationships have been established and communication has improved between the single manager, staff and parents.
- All parents were invited to a meeting with the single manager and plans are in place to establish a parent-teacher association in September 2019.

Recommendations

No further recommendations arise in relation to the recommendations in the original report.

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.