

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	St Saviours NS
<b>Seoladh na scoile/ School address</b>	Ballybeg Drive Waterford
<b>Uimhir rolla / Roll number</b>	19511G

**Date of Evaluation: 13-01-2020**



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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 on the findings and recommendations of the report; the board 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.

<p><b>ORIGINAL INSPECTION DETAILS</b></p> <p>Type: Follow Through</p> <p>Date of Inspection: 01-02-2018</p> <p>Report Published? Yes</p>	<p><b>FOLLOW-THROUGH INSPECTION DETAILS</b></p> <p>Date of Inspection: 13-01-2020</p>
<p><b>Follow-through inspection activities</b></p>	
<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 and senior management team</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>	
<p><b>Recommendation in original inspection report</b></p>	<p><b>Progress achieved to date on implementation of recommendation</b></p>
<p>It is recommended that all teachers provide further opportunities for pupils to work collaboratively and to engage in mathematical discussion, involving the reasoning, explaining and justifying of their answers and methods.</p>	<p><b>Partial progress</b></p> <p>The school has made partial progress in addressing this recommendation. It was decided at a whole-school level to extend station teaching to numeracy, in order to facilitate the pupils working collaboratively, and allowing them more time for discussion. The structure of mathematics lessons was also discussed and it was agreed that collaborative problem-solving would be a feature of lessons. The teaching of mathematics language across the school was also prioritised.</p> <p>Through involvement with the Centre for the Advancement of Science and Mathematics Teaching and Learning, the sixth class pupils are engaging in a variety of problem-solving activities. Other classes are involved in cookery and sewing classes, supporting their engagement with the measures strand in a practical way. Mathematics stations are also a regular feature of the work in <i>Aistear: the Early Childhood Curriculum Framework</i>.</p> <p>It is evident from lesson observation that pupils engage in practical activities using a variety of suitable concrete materials. They also participate in small group work, with the support of the Special Educational Needs team. Teachers have created positive learning environments, based on mutual respect, affirmation and trust.</p> <p>It was noted however, that lessons mainly focused on mathematical content, and that pupils in some settings did not engage in meaningful collaborative work. In these settings they also had few opportunities to justify and explain their answers. To address this,</p>

	<p>teachers are advised to place greater focus on the mathematical concepts which they want the pupils to learn and to examine how enquiry-based, collaborative learning will support the achievement of these concepts. Agreeing a whole-school understanding of the teacher's role in promoting collaborative approaches is also recommended.</p>
<p>Greater use should be made of assessment for learning approaches and of assessment information to enable the teachers to more effectively identify how pupils are progressing in their learning and where additional supports may need to be provided in the classroom.</p>	<p><b>Partial progress</b></p> <p>The school has made partial progress in addressing this recommendation. A variety of assessment for learning approaches have been discussed at a whole-school level and teachers are encouraged to adopt these approaches in their classrooms. These include the sharing of the learning intention of lessons with pupils, and the provision of opportunities for peer and self-assessment. It is evident that teachers are adopting some of these approaches. They also assess pupils' learning using end-of-term tests, checklists and teacher observation. Standardised tests are also administered annually.</p> <p>There still remains a need for this assessment information to be used to provide greater differentiation of the mathematical concepts for pupils. Reducing the amount of content for some pupils and scaffolding their learning further, would be beneficial in ensuring that their learning is progressive across the strands of the mathematics curriculum.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• The school has made partial progress in providing opportunities for pupils to work collaboratively and to engage in mathematical discussion.</li> <li>• The school has made partial progress in using assessment information to identify where additional supports need to be provided in the classroom.</li> </ul>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• A whole-school understanding of the teacher's role in promoting collaborative approaches should be agreed.</li> <li>• Assessment information should be further used to provide greater differentiation of the mathematical concepts for pupils.</li> </ul>	

**THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS**

*Very good progress* indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.

*Good progress* indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.

*Partial progress* indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.

*No progress* indicates that no action has been taken, and that the original recommendation remains to be addressed.