

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Our Lady Queen Of Apostles
<b>Seoladh na scoile/ School address</b>	Dunawley Way Clondalkin Dublin 22
<b>Uimhir rolla / Roll number</b>	19566I

**Date of Evaluation: 10-05-2019**



---

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 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.

## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p><b>Type:</b> WSE-Mod</p> <p><b>Date of Inspection:</b> 21.4.2016</p> <p><b>Report Published?</b> Yes</p>	<p><b>Date of Inspection:</b> 10-05-2019</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"> <li>• Meeting with Principal and senior management team</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>A whole-school approach to planning and implementing targeted learning objectives and activities in reading and Mathematics for pupils at their own instructional level, and which is informed by the analysis of assessment data, should be undertaken.</p>	<p><b>Good progress</b></p> <p>The school has made good progress with implementing this recommendation. Additional reading materials which are more aligned with pupils' instructional needs have been acquired and are used by teachers in all settings. Collaborative and flexible approaches to the deployment of supports for pupils with additional needs are in place across the school. In this endeavour, the analysis of the school's assessment data is used in a focused manner to plan and organise the learning activities for cohorts of pupils. While teachers' short-term planning broadly indicates how the needs of particular pupils will be met, there is need to further develop this approach. Teachers in all settings, both mainstream and support, should identify targeted learning outcomes for specific pupils at their instructional level and record these in their short-term planning.</p>
<p>Teachers should ensure that pupils engage more frequently with open-ended and problem-focused learning tasks in Science, and that their learning develops incrementally from class to class.</p>	<p><b>Good progress</b></p> <p>The school has embraced a more-open ended and problem-focused approach to the teaching of Science. Teachers have availed of additional supports to promote the teaching of Science and this has resulted in heightening pupils' awareness and interest, and in engaging them in open-ended learning tasks. Pupils demonstrate confidence when describing some of their learning activities, particularly in relation to fair-testing and investigative approaches. A broad and balanced whole-school science plan is in place to guide the work of teachers. In order to ensure consistent progression from class to class, teachers should identify the specific content objectives from the <i>Primary School Curriculum</i> (1999) and document these in their short-term planning to underpin pupils' learning activities. Further</p>

focus on the consistent implementation of the school's plan for Science is recommended.

### Summary of findings

- Additional reading materials which are more aligned with pupils' instructional needs have been acquired and are used by teachers in all settings.
- The analysis of assessment data underpins flexible models of support in literacy and Mathematics.
- While teachers' short-term planning broadly indicates how the needs of individual pupils will be addressed, targeted learning outcomes are not identified consistently for these pupils.
- Pupils demonstrate confidence when describing some of their Science learning activities, particularly in relation to fair-testing and investigative approaches.
- While teachers' short-term planning for Science indicates a greater emphasis on open-ended learning activities, the content objectives from the *Primary School Curriculum* (1999) are not consistently documented in the plans.

### Recommendations

- Teachers in all settings should identify targeted learning outcomes for specific pupils at their instructional level in reading and Mathematics and record these in their short-term planning.
- To ensure consistent progression from class to class, teachers in their short-term planning should document the specific content objectives from the curriculum to underpin pupils' learning activities in Science.

<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.