

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Saint Paul's Senior National School
Seoladh na scoile/ School address	Marley's Lane Drogheda County Louth
Uimhir rolla / Roll number	19678T

Date of Evaluation: 12-04-2018



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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Whole-School Evaluation Date of Inspection: 10-05-2016 Report Published? Yes	Date of Inspection: 12-04-2018
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 • Contact with chairperson of board of management 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board of management, the principal and the in-school management team should engage in more focused monitoring of literacy and numeracy targets to improve learning outcomes.</p>	<p>Good progress Good progress has been made in monitoring literacy and numeracy targets. Progressing the recommendations of the whole-school evaluation is a regular item on the agenda of board of management meetings. The principal provides a report on the various literacy and numeracy initiatives and the actions being implemented to improve learning outcomes at each board meeting. Pupils' standardised test results are tracked and compared to ability levels. Nevertheless, there are opportunities for more robust monitoring, particularly of reading initiatives, to ensure that pupils are making sufficient progress in learning.</p>
<p>All planning and assessment processes should be developed further to effectively guide school improvement.</p>	<p>Partial progress Partial progress has been made in developing planning and assessment processes to guide school improvement. Teachers are engaging currently in collaborative review of whole-school plans for English and Irish. They have identified novels, poems and spellings for each class level and have agreed a framework for the teaching of all aspects of Irish and English each week. However, there remains significant scope to develop the overall quality of teachers' individual planning. In many instances, short-term plans do not identify specific, skill-based learning objectives nor outline how differentiation in lessons is to be achieved in order to meet the needs of all pupils in the classroom. Furthermore, assessment strategies, which enable the teacher to evaluate the quality of the learning outcomes, should be identified and implemented.</p>
<p>A whole-school, fully integrated approach to language and literacy teaching in English and Irish should be developed.</p>	<p>Partial progress Partial progress has been made in developing a fully integrated approach to language and literacy teaching in English and Irish. Commendably, incremental language outputs in Irish have been</p>

	<p>identified for each class level. A similar focus in the development of oral English skills should be undertaken. During the follow-through inspection, a significant majority of pupils displayed weak oral expression; the need to improve pupils' oral language competencies was very evident. Staff are examining teaching resources and more suitable texts currently to provide pupils with broader reading experiences in Irish. Differentiated reading in English is facilitated in all classrooms through in-class support approaches. Teachers are advised to assess pupils' reading levels at the end of the term to ascertain whether learning outcomes are improving and to inform subsequent interventions. Pupils write satisfactorily across a broad variety of genres although approaches to writing are not implemented consistently in all classrooms. Teachers should implement a whole-school integrated approach to the teaching of oral, reading and writing skills in English and Irish.</p>
<p>School management and leadership should ensure that staff in the SEBD setting are supported appropriately so as to optimise pupil outcomes and experiences.</p>	<p>Good progress</p> <p>Good progress was noted in respect of this recommendation. Since the time of the whole-school evaluation, the status of the setting for pupils with severe emotional and behaviour disorders has altered. The class now caters for pupils with emotional and behaviour disorders (EBD). School management has provided appropriate professional development and training for staff in this setting. The classroom environment is calm and organised. Interactions are respectful and staff implement strategies successfully to prevent or anticipate incidents of challenging behaviour. In lessons observed, most pupils read to a good standard with fluency and expression. Individual education plans (IEPs) have been devised which include appropriate behaviour and learning targets. There remains scope to refine and differentiate learning targets further and to consistently record pupils' progress in learning and behaviour. The board of management should continue to ensure that staff in the EBD setting are provided with ongoing professional development in order to optimise pupil outcomes.</p>
<p>Summary of findings</p>	
<p>Good progress has been made in monitoring literacy and numeracy targets and in appropriately supporting staff in the EBD unit so as to optimise pupil outcomes and experiences.</p> <p>Partial progress has been made in developing planning and assessment processes to guide school improvement and in developing a fully integrated approach to language and literacy teaching in English and Irish.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Staff should undertake robust assessment and monitoring, particularly of reading initiatives, to ensure that pupils are achieving the lesson objectives and making sufficient progress in learning. • Teachers' individual short-term plans should identify specific, learning objectives and outline how differentiation in lessons is to be achieved in order to meet the needs of all pupils in the classroom. • Teachers should implement a whole-school integrated approach to the teaching of oral, reading and writing skills in English and Irish. 	

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.