

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

School name	St Laserian's Mixed National School
School address	Leighlinbridge Co Carlow R93YY72
Roll number	19784S

Date of Evaluation: 07-02-2018



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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: WSE Date of Inspection: 4 February 2015 Report Published? Yes	Date of Inspection: 7 February 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 and deputy Principal. • Interview with relevant teachers. • Review of school documentation and records and pupils' work. • Observation of teaching and learning. • Interaction with pupils. • Meeting with parent representatives. 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board of management should strengthen its processes, to ensure that decisions to ratify, amend or review policies are clearly recorded in the minutes of meetings.</p>	<p>Very good progress The board of management has made notable progress in strengthening its processes in relation to ratification, amendment and review of policies. From March 2015, policy ratification is an agenda item at each meeting and policy decisions are clearly noted in board minutes.</p>
<p>The lines of communication amongst the stakeholders should be strengthened to ensure, that all voices are consulted, that processes are clarified and that there is a shared sense of purpose.</p>	<p>Very good progress The school has made very good progress in strengthening communication amongst stakeholders. The school communicates with the parent body through a range of media. The recently updated school website is particularly notable. A playground committee, comprising of parents and teachers, are working to develop the outdoor environment. Commendably, parental opinion was sought when evaluating a team-teaching initiative and plans to involve parents when drafting relevant policies are praised. Pupils' voice is actively promoted through the Junior Entrepreneur Programme and inter-school debating competitions. The whole-school promotion of peer-tutoring is encouraging pupils to develop their role as learners. Efforts to develop a student council have begun and this will enhance pupils' voice within the school.</p>
<p>The school self-evaluation process should be used to devolve leadership and to develop a system to share the positive teaching approaches and high expectations for learning that exist in the school with all</p>	<p>Very good progress The school has made very good progress in devolving leadership. The principal skilfully supports the development of a collaborative school culture. She works hard to build leadership capacity among staff members and there is a positive collegial approach in the</p>

<p>teachers.</p>	<p>school. There are systems in place to promote professional dialogue among staff members. Teachers routinely share new learning with each other. Plans to develop a whole-school approach to planning is praised and there is scope to extend whole-school approaches to teaching and learning.</p>
<p>Learning experiences should be broadened for pupils to include more independent and open-ended learning opportunities.</p>	<p>Good progress</p> <p>The school has made good progress in broadening the learning experiences for pupils. Through <i>Aistear</i>, pupils are being provided with active-learning experiences which enrich their language and social skills. There is scope to increase opportunities for pupils to make choices and reflect on their experiences, in order to enhance their ownership of the learning.</p> <p>Throughout the school there are displays of scientific experiments, project work and design and make activities across the curriculum. Pupils have opportunities for individual creative expression in Visual Arts and writing. In some settings, copybooks show an over-reliance on text-book style questions. There is scope to enhance the use of information and communication technology (ICT) in learning.</p> <p>During the evaluation, pupils worked in pairs and groups and could engage respectfully and collaboratively with peers. In some settings, there was an over-reliance on teacher-led instruction which led to pupils listening for long periods of time. In order to develop independent thinking skills, increased opportunities for pupils to participate in the learning should be provided.</p>
<p>In-class support and team teaching approaches should be introduced.</p>	<p>Very good progress</p> <p>The school has made very good progress in introducing and developing team-teaching approaches, particularly at infant levels. The school has invested widely in graded readers. Pupils in senior infants and first class are offered literacy lift-off programmes for a period of time each year. The teachers' collaborative planning, monitoring and reflecting approaches are highly effective. Plans to extend team-teaching approaches throughout the school and across the curriculum are praised.</p>
<p>Summary of findings</p>	
<p>The school has engaged very conscientiously and effectively with the recommendations of the previous report. Very good progress has been made in strengthening board of management processes, in developing communication with stakeholders, in introducing team-teaching and in devolving leadership among staff and good progress has been made in broadening learning experiences for pupils.</p>	
<p>Recommendations</p>	
<p>No further recommendations arise in relation to the recommendations in the original report.</p>	
<p>CHILD PROTECTION</p>	

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed near the main door of the school / in the school's reception area.
3. The school has a Child Protection policy in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

The school met the requirements in relation to each of the checks above.

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.

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.