

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Scoil An Chroí Naofa
<b>Seoladh na scoile/ School address</b>	Ballinasloe County Galway
<b>Uimhir rolla / Roll number</b>	20042E

**Date of Evaluation: 23-11-2017**



### **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
<p>Type: WSE</p> <p>Date of Inspection: 17-04-2015</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 23-11-2017</p>
<b>Follow-through inspection activities</b>	
<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, members of in-school management team and subject co-ordinators</li> <li>• Meeting with relevant teachers</li> <li>• Review of school documentation, records and pupils' work</li> <li>• Observation of teaching and learning</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board should agree and record at the end of meetings the information to be disseminated among the school community.</p>	<p><b>Very good progress</b></p> <p>The board of management now issues a comprehensive newsletter to the school community following all board meetings, which informs about completed work and future plans for the school.</p>
<p>The board should issue summaries of the school self-evaluation (SSE) report and the school improvement plan to the school community.</p>	<p><b>Very good progress</b></p> <p>Following the initial evaluation, the school issued a summary of the SSE report and school improvement plan (SIP) to the school community. However, the school reported that it is not currently engaging with the SSE process due to industrial action and therefore the formal reporting that commenced in 2015 has not continued. Nevertheless, the board of management frequently refers to school improvement outside the SSE process in its reports to the school community.</p>
<p>The school plans in Irish and Science should be developed further.</p>	<p><b>Good progress</b></p> <p>Following a review, the plan for teaching and learning in Science has been outlined over a two-year cycle and is supported by a bank of useful resources. The plan for the senior classes focuses very effectively on pupils' learning outcomes and ensures progression across the curriculum. A similar plan for the junior classes is to be developed later this year. The Irish plan is currently being reviewed in line with the requirements of the <i>New Primary Language Curriculum</i>. Very clear, specific language input for each class level has been included. Teachers have availed of professional development and are introducing more interactive learning opportunities to pupils. It is advised that this plan be finalised and implemented without delay.</p>
<p>There is further potential to enhance and extend the use of differentiated strategies to progress pupils' literacy and numeracy skills.</p>	<p><b>Good progress</b></p> <p>Very good resources have been provided to support differentiation. Many teachers have availed of professional development and have shared their expertise with the staff. In almost half of the lessons observed, assessment data was used very effectively to inform and monitor pupil learning, and highly successful differentiation</p>

	strategies were in use. However, in settings where team teaching has been introduced more recently, the role of each of the teachers involved needs further definition to ensure that differentiated teaching methodologies are employed more effectively.
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<b>Summary of findings</b>
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The board of management has made very good progress in communicating with the school community about its work and school improvement. Good progress has been made in reviewing the plans for Science and Irish. While very good differentiation strategies were observed in almost half of the lessons observed, further development is needed in other settings.
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<b>Recommendations</b>
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| <ul style="list-style-type: none"><li>• The very effective differentiation strategies observed in some settings should be extended across the school.</li></ul> |
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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.

<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.