

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Ennis Educate Together National School
<b>Seoladh na scoile/ School address</b>	Gort Road Ennis County Clare
<b>Uimhir rolla / Roll number</b>	20086B

**Date of Evaluation: 27-11-2019**



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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 inspectors 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 in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

## **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
<b>Type:</b> WSE-MLL <b>Date of Inspection:</b> 11-02-2016 <b>Report Published?</b> Yes	<b>Date of first Follow-through Inspection:</b> 28-04-2017 <b>Date of current Follow-through Inspection:</b> 27-11-2019
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</li> <li>• Meeting with home-school-community liaison (HSCL) co-ordinator</li> <li>• Review of school documentation and records and pupils' work</li> <li>• Observation of teaching and learning</li> <li>• Interaction with pupils</li> <li>• Meeting with chairperson of board of management and parents' nominee on the board</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>In accordance with Section 14 of the Education Act 1998 the patron body should ensure that it provides for the effective management of the school as a matter of priority. In particular, it should appoint a board of management upon which parents, teachers and the wider school community have nominees.</p>	<p><b>Very good progress</b>            Further progress was evident since the previous follow-through inspection. A board of management has been established and is constituted properly.</p>
<p>As a matter of urgency, school management needs to take the steps necessary to ensure full compliance with Child Protection Procedures for Primary and Post-Primary Schools.</p>	<p><b>Very good progress</b>            Checks conducted during the evaluation indicate the school is compliant with <i>Child Protection Procedures for Primary and Post-Primary Schools</i>.</p>
<p>The principal should provide effective instructional leadership in the school's core functions of teaching, learning and pupil achievement and he should take all necessary steps to execute his full administrative role in an effective manner.</p>	<p><b>Very good progress</b>            The principal, appointed in July 2018, demonstrates very good instructional leadership. Responsibilities delegated to other members of in-school management have been reviewed collaboratively and ratified by the board.</p>
<p>Learning outcomes in literacy and numeracy should be significantly improved through the provision of more specific, focused instruction in both mainstream and support settings. Teaching in mainstream classes should be further differentiated, modified and intensified to take account of each child's needs. Specific emphasis should be placed on discrete oral language development in the infant and junior classes and on the development of pupils' cognitive and academic</p>	<p><b>Good progress</b>            Assessment data indicates that learner outcomes in literacy and numeracy are improving. A range of interventions, including small-group differentiated instruction, is being implemented very effectively. To enhance language proficiency, all teachers should plan for subject-specific language development. Support teaching has been restructured, with a good balance between in-class and withdrawal provision. All teachers are deployed</p>

<p>language proficiency in middle and senior classes. Provision for learning support and resource teaching should be restructured to ensure less fragmented delivery and staff should be more appropriately deployed in a manner that ensures maximum benefit for pupils. Greater use should be made of in-class support and collaborative team-teaching and there should be more focused use of the school's full allocation of EAL teachers. A policy on staff rotation should be developed to ensure a full range of professional experience is provided for teachers across mainstream and support settings.</p>	<p>appropriately.</p>
<p>A parents' association should be re-established to help support cultural diversity and to strengthen consultation and collaboration between home and school. The impact of the school's attendance and behaviour management strategies should be reviewed, in consultation with the staff and parent body, to ensure a shared understanding of the responsibilities of both home and school in relation to curriculum access, attendance and pupil behaviour.</p>	<p><b>Good progress</b></p> <p>There has been good progress by the board in its work with parents. This includes initial steps in establishing a parents'/guardians' association. The participation of parents as partners in action planning for Delivering Equality of Opportunity in Schools (DEIS) should be increased.</p> <p>The school attendance strategy has been reviewed and ratified. While attendance levels are monitored very closely, overall attendance levels are still an issue of concern due to the transient nature of a significant minority of the school population.</p> <p>The code of behaviour was reviewed collaboratively and ratified. Evidence provided by school management indicates a reduction in serious misbehaviour during the current academic year. Pupils' behaviour during the evaluation was very good.</p>
<p><b>Summary of findings</b></p>	
<p>The school community is highly commended for the progress it has made in implementing the recommendations of the original WSE report and subsequent FT report. Overall, there has been very good progress in respect of three of the recommendations and good progress in respect of two of the recommendations. Good progress has been made in improving learner outcomes for pupils, in the provision of differentiated learning opportunities and in establishing an orderly learning environment. Good progress has also been made in involving parents more effectively in school life. Overall attendance levels remain a concern.</p>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• All teachers should plan for subject-specific language development, with a view to enhancing pupils' language proficiency across the curriculum.</li> <li>• The participation of parents in the DEIS planning process should be increased.</li> <li>• The school should take further steps to improve overall attendance levels.</li> </ul>	

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

### **Part A Observations on the content of the inspection report**

The board of management has noted that the Follow-through report gives recognition to the overall major positive changes that have taken place in the school in the past two years. The board is pleased that the Follow-through Inspection provided an opportunity to formally acknowledge the progress the board and the school community has seen. The school community is continuing to work on further improvements in priority areas already identified by the board, as well as those recommended in the report.

The board would like to point out the positive impact that the upgrade in the school accommodation had on the morale of the whole school community, notwithstanding the considerable disruption, delay and stress involved. The board would like to thank the school community for their patience and support in this time of transition and we look forward to our continued growth and progress in the coming years.

### **Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

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<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.