

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Scoil Aislinn
<b>Seoladh na scoile/ School address</b>	Boreenmanna Road Cork
<b>Uimhir rolla / Roll number</b>	20331L

**Date of Evaluation: 20-09-2017**



**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
Type: WSE-MLL Date of Inspection: 15 May 2014 Report Published? Yes	Date of Inspection: 20-09-2017
<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</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and records</li> <li>• Review of resources and facilities</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
The board of management should maintain its own financial accounts and appoint a treasurer from its membership.	<b>Very good progress</b> A separate financial account was set up last year for Scoil Aislinn and a treasurer was appointed to the board of management.
Aspects of the school's enrolment policy should be reviewed in order to more fully reflect the inclusive practice that exists in the school.	<b>Good progress</b> Some positive amendments have been made to the school's enrolment policy. Further amendments should be made to the section that refers to the enrolment of pupils who are dependent on current resources meeting their needs. These amendments would reflect the school's inclusive practices to date.
The deputy principal should be given the opportunity to give an account of her work to the board.	<b>Very good progress</b> The deputy principal has compiled a detailed account of her work and has presented this to the board at the end of the school year.
The school should adopt the complaints procedure currently used by schools.	<b>Very good progress</b> Scoil Aislinn has adopted the complaints procedure currently used by schools. This policy has been signed and dated and ratified by the board.
Further curriculum policies should be cross-referenced with the implications of autistic spectrum disorders (ASD) for practice.	<b>Very good progress</b> Differentiated learning activities have been documented in selected school policies that take account of the development stages of pupils. A criterion referenced assessment tool has been utilised effectively to identify the development stages of pupils and the gains they should be making. This process identifies the learning needs of pupils more comprehensively and has resulted in more effective differentiation in school planning.

Policies on relationship and sexuality education (RSE) and substance use should be developed.	<p><b>Good progress</b></p> <p>An RSE policy has been ratified by the board. This policy has been signed and dated by the chairperson of the board of management. The school has not developed a substance use policy.</p>
Curriculum planning should include an emphasis on providing carefully designed opportunities for play as part of the learning programmes.	<p><b>Very good progress</b></p> <p>The staff reviewed play under school self-evaluation. The views of parents and staff were sought and documented. The staff identified four aspects of play and formulated strategies to encourage pupil participation. Individual play targets for a number of pupils were set. An inventory of play resources was compiled.</p>
<b>Summary of findings</b>	
<p>The board of management and the teachers have made very good progress overall, in addressing the key recommendations in the whole-school evaluation report. The board has now set up a school account, separate from the patron body. Management and staff have worked collaboratively to review and progress policy development. The staff has utilised the school self-evaluation process effectively to develop play as an effective tool for learning.</p>	
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>• Further amendments should be made to the section in the school’s enrolment policy that refers to the enrolment of pupils dependent on current facilities and resources meeting their needs. These amendments would more positively reflect the school’s inclusive practices.</li> <li>• A substance use policy should be developed in accordance with the guidelines issued by the Department of Education and Skills in 2002.</li> <li>• In the further development of good practice in the area of play, a programme of learning activities, appropriate to the development stages of all pupils, should be documented. The staff should also seek the views of pupils in the further development of play as part of the learning programmes.</li> </ul>	

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.