

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Ábalta Special School
Seoladh na scoile/ School address	Parkmore East Business Park Parkmore Galway
Uimhir rolla / Roll number	20371A

Date of Evaluation: 01-05-2019



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
<p>Type: WSE-MLL</p> <p>Date of Inspection: 21-09-2016</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 01-05-2019</p>
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 the acting principal • Review of school documentation and records and of pupils' work • Review of resources and facilities • Interview with a member of the board of management 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Whole-school curriculum plans should be further developed to fully reflect the school context and to provide agreed guidance on teaching approaches, continuity and progression.</p>	<p>Good progress</p> <p>A comprehensive review of whole-school curriculum plans has been undertaken to reflect the varied school context ranging from primary to post-primary level. All curriculum policies have been ratified by the board of management.</p> <p>A thematic approach to planning has been adopted across the school to ensure continuity and progression in programme delivery. Good structures have been established to enable teachers to collaborate, plan and discuss school matters and to bring about school improvement. This is achieved through individual teachers taking on various responsibilities, as well as the productive use of staff meetings.</p> <p>The literacy plan needs to be updated to reflect the <i>Primary Language Curriculum</i>. In addition, there is scope to provide more specific guidance to teachers in relation to the progressive development of strands and strand units across the subject areas.</p>
<p>The school should increase the use of curriculum assessment data to create a cumulative achievement profile for each pupil in areas of numeracy, language and communication and Social, Personal and Health Education (SPHE).</p>	<p>Good progress</p> <p>Informal assessment is used by every teachers and all pupils are tested using appropriate curriculum assessment tools. A record of the pupils' assessment is maintained in teachers' files, individual portfolios or scrapbooks. To further enhance the work, an agreed and consistent whole-school approach to assessment should be put in place and implemented by all teachers.</p> <p>At the post-primary stage, and as part of the Award Scheme Development and Accreditation Network (ASDAN) programme, a cumulative achievement profile is maintained for students. The school has engaged recently with the Junior Cycle Level 1 and Level 2 programmes. Over time, this will further contribute to the cumulative</p>

	achievement profile of the students.
A smaller number of prioritised targets should be outlined in more specific and measurable language for pupils' IEPs for each instructional term.	<p>Very good progress</p> <p>Following the WSE-MLL, the development of individual education plans (IEPs) was reviewed. An IEP co-ordinator was appointed. An agreed format for IEPs is now in place. Base-line data is identified. Priority learning needs are specific and measurable. It is highly commendable that the targets are progressive and include literacy, numeracy, behaviour, speech and language and daily living skills. Parents are invited to attend all IEP meetings and involved in discussions regarding the selection of pupils' priority learning areas. The multi-disciplinary team is also included in the IEP process.</p>
Summary of findings	
The school has made very good progress in relation to devising specific and measurable targets for pupils. It has made good progress in the other two recommendations in relation to developing whole-school curriculum plans and increasing the use of curriculum assessment data to create a cumulative achievement profile for each pupil.	
Recommendations	
<ul style="list-style-type: none"> • The literacy plan needs to be updated to reflect the <i>Primary Language Curriculum</i>. • A whole-school approach to assessment should be agreed by all teachers and implemented consistently. 	

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.