

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Douglas Rochestown Educate Together National School
<b>Seoladh na scoile/ School address</b>	Garryduff Sports Centre Rochestown Cork
<b>Uimhir rolla / Roll number</b>	20413N

**Date of Evaluation: 23-05-2019**



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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 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 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.

## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<b>Type:</b> Whole-school evaluation: MLL <b>Date of Inspection:</b> 07-02-2018 <b>Report Published:</b> Yes	<b>Date of Inspection:</b> 23-05-2019
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>• Review of school documentation and records and pupils' work</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
<p>Enhanced consultative development and review processes in relation to policy formation, alongside renewed formal engagement in the SSE process are required in light of the evolving school context.</p>	<p><b>Very good progress</b></p> <p>A highly consultative approach has been developed to ensure key stakeholders have opportunities to provide appropriate input into policy formation and review. At school level, sub-committees have been formed, each with unique responsibilities to progress this work. A teaching and learning committee and a policy review committee meet regularly and they constructively target policies requiring development and review. Some of their work to date has involved successfully reviewing a range of curriculum and organisational policies and also ensuring that the school plan captures the very good practice that exists across the school in the areas of teaching and learning. Clear procedures are in place to ensure parental input is actively sought and acted upon as part of the policy development process. The board of management is also commended for the active role they have taken in maximising parental involvement through the creation of sub-committees. The school has formally re-engaged with school self-evaluation (SSE) and is using the six-step process to inform actions. A school report and improvement plan have been completed and agreed actions are currently being implemented in the area of Social, Personal and Health Education.</p>
<p>The integrated approach to language development in English should be extended to Irish and include the development of pupils' creative writing skills in Irish on a structured whole-school basis.</p>	<p><b>Very good progress</b></p> <p>A highly integrated approach to language development in English and Irish is now in place. Pupils' creative writing skills in Irish are being comprehensively developed on a structured whole-school basis. Pupils have opportunities to engage in free writing, the outcomes of which, in classrooms visited, were noted to be of a very good standard. The whole-school plan for Irish has been revised to include genre writing. In middle classes, a progressive approach to the teaching of writing genres in Irish is being implemented. Of merit, across the school, is the strong commitment of teachers to ensuring the transfer of skills between language one and language</p>

	<p>two. The opportunities for skill transfer are explicitly referenced in teachers' planning and were strongly evident in classroom practice. A language experience approach was effectively implemented in all lessons observed. Teachers created highly authentic communicative contexts to facilitate pupils in using and consolidating newly acquired language. Bespoke language charts, created as a result of input from pupils, were used to very good effect in supporting pupils' writing skills in English and Irish.</p>
<p>Assessment practices should be extended to ensure pupils' cross-curricular attainment and progress is evaluated.</p>	<p><b>Good progress</b></p> <p>Assessment practices have been extended to ensure pupils' cross-curricular attainment in some subject areas is evaluated. Whole-school approaches to assessment for learning continue to be a key strength of the school. As part of the SSE process, the school has selected specific curriculum areas for improvement and has focused on developing assessment strategies in tandem with this. Currently, the school has selected Physical Education as an area for improvement. Robust assessment methods have been designed to identify pupils' progress and attainment of outcomes in this subject. These include identification of specific attainment goals for each level along with assessment rubrics to monitor achievement of goals identified. Scope exists to extend and enhance this very good practice to other subject areas.</p>
<p><b>Summary of findings</b></p>	
<p>The school, under strong leadership, has worked very actively and collaboratively in addressing the recommendations of the WSE report in a timely manner. It has made very good progress in the implementation of two of the recommendations and good progress in the third.</p>	
<p><b>Recommendations</b></p>	
<p>The school is encouraged to build on the very good work to date in extending assessment practices to ensure pupils' cross-curricular attainment and progress is evaluated.</p>	

<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.

# **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 accepts the content of the inspection report and looks forward to continuing to develop our school in partnership with the various stakeholders.

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

The school has a plan to extend our assessment practices in the area of Physical Education in 2019-20 as part of our School Self Evaluation.