

An Roinn Oideachais agus Scileanna

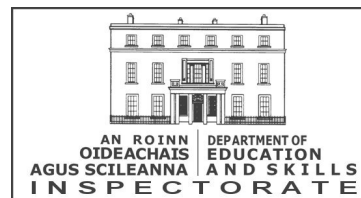
Department of Education and Skills

Follow-Through Inspection

REPORT

**Forgney National School
Cloncallow, Ballymahon, County Longford
Uimhir rolla: 00860D**

Date of inspection: 16 October 2015



Date of original inspection¹	15 October 2013	Type of original report	WSE (MLL)	Date of FT inspection	16 October 2015
Report published	Yes				
Follow-through inspection activities					
<p><i>The following activities took place in the course of the follow-through inspection</i></p> <ul style="list-style-type: none"> • Meeting with principal and/or senior management team • Meeting with relevant teachers/members of staff • Observation of teaching and learning • Interaction with pupils • Review of school documentation and records and pupils' work • Review of resources and facilities 					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
<p>Moltar béim sa bhreis a chur ar chothú scileanna cumarsáide na ndaltaí sa Ghaeilge trí bhriathra coitianta agus Gaeilge neamhfhoirmiúl a mhúineadh go córasach tríd an scoil.</p> <p><i>Greater emphasis should be placed on developing pupils' communication skills in Irish through teaching of common verbs and informal Irish incrementally throughout the school.</i></p>		<p>Very good progress</p> <p>Tá dul chun cinn inmholta déanta ag an scoil ar an moladh seo. Úsáideann na h-oidí an cur chuige chumarsáideach go scilíúil tríd an scoil. Leagtar béim inmholta ar shealbhú teanga nua agus úsáidtear raon acmhainní chun suim na ndaltaí a mhuscailt agus teanga nua a mhíniú gan aistriúchán. Is léir go bhfuil feabhas mór tagtha ar thuiscint na ndaltaí agus léiríonn a lán daltaí fonn labhartha sa Ghaeilge. Tá caighdeán agus muinín labhartha na ndaltaí ardaíthe go mór sa scoil. B'fhiu tógáil ar an dul chun cinn seo córasach.</p> <p>The school has made very good progress on this recommendation. The teachers use the communicative method skilfully throughout the school. Good emphasis is placed upon new language acquisition and a range of resources is used to stimulate pupils' interest and to explain new language without translation. It is evident that pupils' understanding is much improved and many pupils show a willingness to speak Irish. Pupils' ability and confidence in speaking has improved greatly. It would be worth building upon this progress incrementally.</p>			
<p>Teachers' short-term classroom planning should outline intended learning outcomes very clearly through the identification of specific objectives and planning for differentiation.</p>		<p>Good progress</p> <p>Overall, the school has made good progress in outlining learning outcomes for pupils in teacher's short-term planning. While all teachers identify objectives and opportunities for differentiation in their plans, individual teachers use a range of approaches to present their planning documents. There is scope to streamline these varied approaches into an agreed format based more explicitly on the curriculum and school plan.</p>			
<p>In future reviews of whole-school planning and self-evaluation, the teachers should focus on customising curricular plans to the school context and on identifying how the local environment can become a resource for teaching and learning.</p>		<p>Partial progress</p> <p>In accordance with national priorities, the school has engaged positively with the school self-evaluation process in the areas of literacy and numeracy. There has been some early discussion on incorporating the local environment into a four-year plan for Social, Environmental and Scientific Education. It is recommended that this plan be formally completed to guide classroom practice.</p>			
Summary of findings					
<p>The teachers have engaged conscientiously with each of the recommendations in the whole-school evaluation (WSE-MLL) report. Very good progress was noted in relation to the development of pupils' communication skills in Irish. Good progress has been made on the identification of intended learning outcomes in teachers' short-term planning. While there has been progress in school self-evaluation in areas of literacy and numeracy, there is further scope to identify how the local environment can become a resource for teaching and learning.</p>					
Recommendations					
<ul style="list-style-type: none"> • It is recommended that the teachers continue to focus on customising curricular plans to the school context and identifying how the local environment can become a resource for teaching and learning. 					

¹ Date on cover of original inspection report

The board accepts the report as the final inspection report available for publication and wishes to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the published report. The board's response is submitted below.

Area 1: Observations on the content of the inspection report

Area 2: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection

Our school Board of Management and staff welcome the very positive Follow-Through Inspection report we have received. It affirms the good work we are doing and show our conscientious engagement with each of the three recommendations in our original (WSE MLL) report. We are delighted with our progress made in relation to Gaeilge. At present, we are streamlining our short-term planning and hope to complete this by Christmas 2015. We appreciate the recognition that we have engaged positively with the School Self-Evaluation process and the Board and Staff are working together to implement the final recommendation (Follow-Through Inspection) report and ascertain how the local environment can become a resource for teaching and learning.