

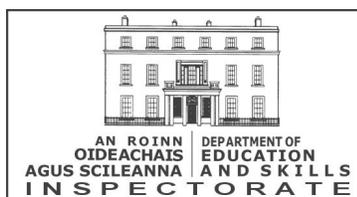
**An Roinn Oideachais agus Scileanna**

**Department of Education and Skills**

**Follow-Through Inspection  
REPORT**

**Presentation JNS,  
Mullingar, Co Westmeath  
Uimhir rolla: 00934G**

**Date of inspection: 4 March 2016**



<b>Date of original inspection<sup>1</sup></b>	<b>3 April 2014</b>	<b>Type of original report</b>	<b>WSE (Modified) English, Irish, Mathematics and SPHE</b>	<b>Date of FT inspection</b>	<b>4 March 2016</b>
<b>Report published</b>	<b>Yes</b>				
<b>Follow-through inspection activities</b>					
<p><i>The following activities took place in the course of the follow-through inspection</i></p> <p>Meeting with principal and/or senior management team  Meeting with members of the in-school management team or subject coordinator  Meeting with relevant teachers/members of staff  Observation of teaching and learning  Interaction with pupils/students  Review of school documentation and records and pupils' work</p>					
<b>Recommendation in original inspection report</b>		<b>Progress achieved to date on implementation of recommendation</b>			
<p>It is recommended that a whole-school and multi-agency approach be devised to analyse the causes of poor attendance and to identify, target and implement strategies to promote good pupil attendance.</p>		<p><b>Good progress</b></p> <p>Commendable efforts have been made to implement this recommendation. An attendance action plan, with realistic improvement targets, has been devised and implemented. Staff members have instituted an Attendance care team. The school has prioritised attendance through improved monitoring of attendance data, communication with parents and co-operation with external agencies. The school community celebrates positive attendance through its <i>100 Day</i> initiative and significant improvements in attendance have been noted for many pupils. The absence of a minority of pupils during the month of June continues to pose a challenge for the school in addressing school attendance.</p>			
<p>It is recommended that improved systems of initial screening be implemented at classroom level to provide for early identification of learning needs in line with the staged approach (Circular 02/05)</p>		<p><b>Good progress</b></p> <p>Improved systems of initial screening and assessment have been implemented successfully in the junior classes. Teachers prepare individual support plans for pupils at all stages of the <i>Continuum of Support</i>. While these support plans contain improvement targets, there is scope to express some of the targets in more specific language to assist implementation, particularly at mainstream class level.</p>			
<p>In light of the diverse language and learning needs of pupils, it is recommended that lessons in all subjects include greater emphasis on new vocabulary and specific differentiation linked to assessment evidence.</p>		<p><b>Good progress</b></p> <p>The school has made good progress in introducing new vocabulary to its pupils, particularly in the infant classes. Teachers have worked collaboratively to compile school language booklets on age-appropriate themes and pupils' knowledge of key vocabulary is assessed systematically. While all teachers' short-term plans refer to differentiation, there is scope to make these references more specific to the different needs of the small number pupils whose assessment results indicate difficulty with particular aspects of learning.</p>			
<b>Summary of findings</b>					
<ul style="list-style-type: none"> <li>• The school has engaged positively and successfully with all of the original recommendations.</li> <li>• Attendance information has been analysed thoroughly to identify and implement strategies to improve attendance. The school has succeeded in improving most pupils' attendance but some pupils' attendance in June continues to cause concern.</li> <li>• The school's system of identifying pupils with early learning needs has improved and individual support plans are devised for these pupils.</li> <li>• Teachers have worked collaboratively to compile school language booklets on age-appropriate themes and pupils' knowledge of key vocabulary is assessed systematically. However there is scope in some classrooms to differentiate lesson material more specifically to support the small number pupils whose assessment results indicate difficulty with particular aspects of learning.</li> </ul>					
<b>Recommendations</b>					
<ul style="list-style-type: none"> <li>• It is recommended that the teachers continue to implement their action plan for good attendance, with particular emphasis on improving pupils' attendance during the month of June.</li> <li>• It is recommended that teachers, in their short-term planning, make references to differentiation more specific to the different needs of the small number pupils whose assessment results indicate difficulty with particular</li> </ul>					

<sup>1</sup> Date on cover of original inspection report

aspects of learning.

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.