

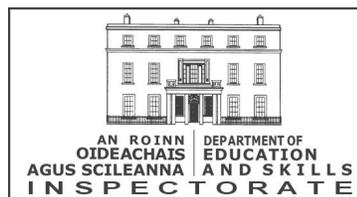
**An Roinn Oideachais agus Scileanna
Department of Education and Skills**

**Follow-Through Inspection
REPORT**

**Slieveardagh National School,
The Commons, Thurles,
Co. Tipperary**

Uimhir rolla: 11470B

Date of inspection: 14 April 2016



Date of original inspection¹	2 October 2014	Type of original report	WSE_MLL	Date of FT inspection	14 April 2016
Report published	Yes				
Follow-through inspection activities					
<i>The following activities took place in the course of the follow-through inspection</i>					
Meeting with the acting principal Discussion with members of the special education team Meeting with relevant teachers Observation of teaching and learning Interaction with pupils/students Review of school documentation and records and pupils' work					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
The pupils' expressive language skills in English should be developed using focused language-learning activities, drawn from specific curriculum objectives.		Partial progress While the whole-school plan for English has been reviewed, this plan does not outline specific language-learning activities, drawn from curriculum objectives. On the date of the Follow-Through Evaluation, individual teacher planning and monthly progress records were available for inspection in one of the two mainstream settings. Therefore, access to records of pupils' learning outcomes for oral language was limited. Commendably, a review of the one class timetable that was available did indicate one lesson per week specifically targeted at oral language in English. Interaction with pupils in both classrooms indicates that the quality of their expressive language skills requires further improvement.			
In Mathematics, learning activities should be more closely matched to the pupils' abilities and needs.		Partial progress Analysis of the outcomes of assessment data in Mathematics indicates that overall pupil attainment levels are unsatisfactory. Interaction with pupils in the junior room supports these findings. Pupils experience difficulty with concepts such as time and they have a poor capacity to identify and describe shapes. There is a diverse range of ability at each class level, and while efforts have been made to withdraw pupils for differentiated teaching, there is an urgent need to employ differentiated teaching methodologies in both classrooms.			
The school should re-examine provision for special education in order to comply with the requirements of the Special Education Circular 02/05 on the staged approach to assessment, identification and programme planning.		Partial progress A school policy on the provision of special education has been formulated. This policy outlines the staged approach to assessment, identification and programme planning for pupils with special learning needs. The acting principal reports that a diagnostic reading assessment test is now available at the school for the purpose of identification of pupil learning needs. The part-time special education teachers display an awareness of the difficulties in learning experienced by particular pupils. There is, however, scope to improve upon practices in the following areas; assessment, record-keeping, target setting, and continuity and progression in learning. In-class models of support should be introduced as recommended in Circular 02/05			
Both the Code of Behaviour and the Enrolment Policy should be reviewed to ensure compliance with Department guidelines and procedures.		Good progress While good progress is noted in the review of the Code of Behaviour policy, it is recommended that information in relation to the procedures to be adopted in the event of an appeal be available for parents.			
The board of management should develop a three-year plan detailing the particular curriculum and organisational priorities to be addressed.		Partial progress All curricular plans have been formulated and the minutes of the board of management list a range of organisational policies, which have been recently reviewed. There was no evidence on the day of this evaluation of a			

	strategic three-year plan detailing curricular and organisational priorities.
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Summary of findings

There has been a significant changeover in teaching staff since the time of the WSE-MLL in 2014. The teachers visited during this evaluation were not present during the WSE-MLL process in 2014. The acting principal began his role three days prior to the Follow-Through Evaluation. These contextual factors were taken into account during this evaluation.

Success is noted in improved attendance levels, improved punctuality and improved listening skills among the pupils. The practice whereby whole-class groups were withdrawn for Mathematics has ceased.

Recommendations

- The school should prepare and implement a specific oral language programme, drawn from curriculum language objectives.
- Increased emphasis should be placed on the teaching of Mathematics, ensuring due attention to differentiation in accordance with the abilities and needs of individual pupils and of small groups of pupils.
- The staff should continue to engage proactively with continuous professional development opportunities in the areas of literacy and numeracy.
- Accurate assessment of pupils' needs should inform specific targets for improvement for all pupils receiving support teaching and the range of teaching models used should be extended to include in-class support.
- The board should develop a strategic plan for the continued review of all policies, both curricular and organisational.
- As recommended in the original report, the school should review and reduce its use of textbooks to enable a greater focus on oral, collaborative and active learning methodologies.

The board accepts the report as the final inspection report available for publication and wished 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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

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.

The Board of Management of Sliveardagh N.S. wish to thank the inspectorate for their detailed report and insightful feedback. However in relation to Mathematical attainment levels, the board is of the opinion that competence is stronger than was displayed on the day of inspection. We feel that the children were in unfamiliar situation and would have responded stronger, and communicated more freely if their class teacher was present.