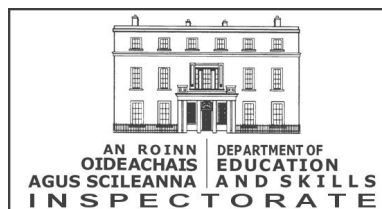


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Scoil Náisiúnta Peadar & Pól,
Ballon, County Carlow
Uimhir rolla: 14837L

Date of inspection: 04 December 2014



Date of original inspection¹	09 May 2011	Type of original report	WSE Modified	Date of FT inspection	04 December 2014
Report published	Yes				
Follow-through inspection activities					
<p>Meeting with principal Meeting with members of the Special Educational Needs team Observation of teaching and learning Interaction with pupils Review of school documentation and records and pupils' work Review of resources.</p>					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
<p>It is recommended that a policy which promotes teacher mobility within mainstream and between mainstream and special education settings be devised and implemented.</p>		<p>Very Good progress A change in the procedure for class allocation among teachers was instigated for the school year 2011/2012. Teachers are now invited to indicate a class preference from within the infants, middle classes, senior classes and support classes. The principal then allocates classes paying due regard to teachers' class preferences, teacher mobility and the needs of the school. As a result there has been a very well-considered level of teacher mobility within mainstream and between mainstream and special education settings. The minutes of the board of management record that it has ratified the school's policy on the procedure for class allocation.</p>			
<p>Further involvement of parents in the formulation of school policies is recommended</p>		<p>Good progress The school is now more conscious of its responsibility to further involve parents in the formulation of school policies. As part of the recent formulation of the school's Anti-Bullying policy, all parents were given a copy of the draft policy. This was accompanied by a letter inviting parents to provide feedback directly to the school. Parental feedback was discussed by the board of management and incorporated into the policy. Parental concerns were dealt with by meeting with the principal. Following ratification of the policy by the board of management, a copy was sent to all parents.</p> <p>Key administrative policies are sent to the Parents' Association for consultation as part of the school's process of policy review. School policies are available to be viewed on the school's website and a copy of relevant school policies are given to all parents on enrolment.</p>			
<p>It is recommended that the assessment policy be used to ensure a systematic whole-school approach to the assessment and recording of pupils' progress.</p>		<p>Very good progress The assessment policy and the school's engagement with school self-evaluation are used very effectively to ensure a systematic approach to assessing and recording pupils' progress with their learning. The results of school-wide assessment in literacy and numeracy are regularly discussed at staff meetings. Pupil progress is systematically tracked and analysed against school established benchmarks. Appropriate interventions, in line with the Continuum of Support, are then provided.</p> <p>In line with the school's very comprehensive assessment policy, a good range of assessment for learning practices is in use in a majority of settings. Pupil self-assessment is also part of practice in all classrooms. Regularly up-dated records of pupil attainment in literacy and numeracy are maintained by all teachers. Overall, there is evidence of assessment results being used well by teachers to inform the planning of learning activities for pupils and in particular for those in need of additional supports.</p>			

	The teachers have engaged in continuous professional development in the area of literacy, as well as numeracy and assessment.
--	-------------------------------------------------------------------------------------------------------------------------------

Summary of findings

The school has made very good progress in relation to devising and implementing a policy to facilitate teacher mobility within mainstream and between mainstream and special education settings. Very good progress has been made in using the assessment policy to ensure a systematic whole-school approach to the assessment and recording of pupils' progress. Good progress has also been made in relation to the further involvement of parents in the formulation of school policies.

Recommendations

The school should further extend its existing good use of assessment for learning practices on a school-wide basis. The process of pupil's drafting and redrafting of their work in the light of formative feedback, should be further developed.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.