

An Roinn Oideachais agus Scileanna

Department of Education and Skills

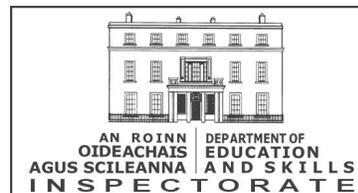
Follow-Through Inspection

REPORT

**Streamstown National School,
Streamstown, Co. Westmeath.**

Roll Number: 15291V

Date of inspection: 11 December 2015



Date of original inspection	6 March 2014	Type of original report	WSE: Management Leadership and Learning	Date of FT inspection	11 December 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> <p>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'/students' work Review of resources and facilities</p>					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
The English reading programme should be revised to ensure that all pupils are reading at an ability-appropriate level.		<p>Good progress</p> <p>The teachers have devoted considerable time and commitment to revising the English reading programme. The school has invested significantly in the provision of additional graded reading materials, and pupils' reading levels in the lower classes are tracked regularly. Emphasis is placed on both reading for meaning, and reading aloud with expression. All pupils are encouraged to read at home on a daily basis. To build upon this good work, consideration should be given to implementing guided-reading sessions, informed by explicit learning objectives, across the school.</p>			
Learning programmes for pupils with identified learning needs should focus on dealing with the specific difficulties that these pupils experience in accessing the curriculum.		<p>Good progress</p> <p>The learning-support teachers have revised their approach to the writing of individual learning programmes. These programmes are now more closely aligned to the pupils' identified specific difficulties. To further enhance these pupils' learning and to facilitate the monitoring of their progress, consideration should be given to enhancing the specificity of their learning targets.</p>			
In oral English and Irish lessons, a greater emphasis should be placed on enriching the pupils' vocabulary and developing their ability to communicate effectively in the target language.		<p>Good progress</p> <p>The school has designed both an <i>Oral English Action Plan</i> and an <i>Action Plan for Irish</i>. In line with these plans, teachers are making provision for discrete oral language lessons, and pupils are enabled to present at school assemblies. The explicit teaching of expressions in Irish is helping to provide continuity and progression in the development of the pupils' oral language skills. Their oral language skills in Irish are being further developed through songs, poetry and games. In some classes, pupils remain reticent and the school should maximise opportunities for oral communication and engagement in lessons.</p>			
Summary of findings					
<p>The school has engaged with each of the recommendations in a positive and pro-active manner. The leadership and management of the school have promoted and supported the implementation of the recommendations. Teachers in both mainstream and learning-support setting have reviewed their practice in light of the recommendations and engaged positively in refinements to their practice. The whole-school action plans have impacted positively on teachers' planning and on the enhancement of teaching and learning in oral language and reading.</p>					
Recommendations					
<ul style="list-style-type: none"> • To build upon the good work in reading, consideration should be given to implementing guided-reading sessions, informed by explicit learning objectives, across the school. • In learning-support settings, targets for pupils should be expressed in specific and measurable language. 					

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.