

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

**Follow-Through Inspection**  
**REPORT**

**Mary Help of Christians GNS,**  
**Navan Road, Dublin 7**  
**Uimhir rolla: 17367P**

**Date of inspection: 20 May 2014**



<b>Date of publication/issue of original report</b>	<b>1 October 2010</b>	<b>Type of original report</b>	<i>WSE</i>	<b>Date of FT inspection</b>	<b>20 May 2014</b>
<b>Follow-through inspection activities</b>					
<p><i>The following activities took place in the course of the follow-through inspection</i></p> <ul style="list-style-type: none"> <li>• Meeting with principal</li> <li>• Meeting with members of the in-school management team</li> <li>• Meeting with members of staff</li> <li>• Observation of teaching and learning</li> <li>• Interaction with pupils</li> <li>• Review of school documentation and records</li> <li>• Review of assessment data and pupils' work</li> <li>• Review of resources and facilities</li> </ul>					
<b>Recommendation in original inspection report</b>		<b>Progress achieved to date on implementation of recommendation</b>			
<p>Learning activities should be further differentiated to accommodate the varying needs of pupils.</p>		<p><b>Partial progress</b></p> <ul style="list-style-type: none"> <li>• The school has made partial progress in developing differentiation of learning activities to accommodate the varying needs of pupils. Since the whole-school evaluation the school has invested in a variety of graded reading material for junior classes and problem solving resources for senior classes. Team teaching for numeracy continues in the senior classes and the organisation of pupils is flexible with some ability and some mixed ability groups.</li> <li>• Teachers' short term plans record detail for differentiated activities though there is need for greater differentiation for more able pupils across all curriculum areas.</li> <li>• While the school has implemented a new approach to the recording of monthly progress reports, as advised, there is no recording of differentiated learning in the progress records.</li> </ul>			
<p>Moltar scileanna teanga na ndaltaí a fhorbairt go córasach agus a gcumas cumarsáide a chothú a thuilleadh sa Ghaeilge. <i>(It is recommended that pupils' language skills be systematically developed and their communicative abilities further fostered in Irish).</i></p>		<p><b>Partial progress</b></p> <ul style="list-style-type: none"> <li>• Tá dul chun cinn i bpáirt déanta sa scoil chun teanga na ndaltaí a fhorbairt sa Ghaeilge. Tá líosta d'eisemaláirí teanga leagtha amach do gach rang ag na múinteoirí.</li> <li>• Déanann na hoidí iarracht mhacánta an Ghaeilge a chur chun cinn agus úsáidtear straitéisí foghlama gníomhacha chun ceachtanna a mhúineadh.</li> <li>• Cuirtear béim oiriúnach ar dhramaíocht, ar chluichí teanga agus ar ról imirt. Tá stór maith rann agus amhrán i nGaeilge ar eolas ag na páistí.</li> <li>• Níl athbhreithniú iomlán déanta ar an bplean scoile don Ghaeilge ach tá aguisíní curtha ar fáil don léitheoireacht, don fhoghraíocht agus don scríbhneoireacht.</li> <li>• Cé go bhfuil na múinteoirí ag baint úsáid as raon níos leithne d'ábhar léitheoireachta, baintear úsáid as na leabhair shaothair mar phríomh áis don léitheoireacht.</li> <li>• Tá samplaí de scríbhneoireacht phearsanta ar fáil i roinnt ranganna ach is scríbhneoireacht fheidhmiúil is mó atá sna cóipleabhair.</li> <li>• <i>The school has made partial progress in developing pupils' language skills in Irish. Teachers have created a list of functional language exemplars for each class.</i></li> <li>• <i>The teachers make a sincere effort to promote the Irish language and active learning approaches are used to teach lessons.</i></li> <li>• <i>Appropriate emphasis is placed on drama, language games and role play. Pupils have learned a good selection of poems and songs in Irish.</i></li> <li>• <i>The whole-school plan for Irish has not been completely reviewed though appendices for reading, phonics and writing have been created.</i></li> </ul>			

- *While teachers now use a wider variety of reading material, workbooks are used as the main resource for reading.*
- *Writing in copies is primarily functional though in some classes samples of personal writing are noted.*

### Summary of findings

- The school has made partial progress in developing differentiation of learning activities to accommodate the varying needs of pupils. There remains scope to improve the differentiation of learning activities.
- The school has made partial progress in developing pupils' language skills in Irish. However, there is a need to develop the school plan to enable the systematic development of pupils' language skills and communication abilities.

### Recommendations

- In order to further develop differentiated learning, teachers' short term plans should identify differentiated learning objectives and activities for all pupils across the ability continuum. Differentiated activities should be planned in all curriculum subjects and recorded in the monthly progress report.
- The use of open ended mathematic problems and a wider variety of novels would assist the development of differentiation and challenge and extend the more able pupils. It is also recommended that the use of peer and pupil self-assessment be extended across the school.
- B'fhiú ionchur nua teanga, i gcomhtheacs na dtéamaí a roghnú do gach rang sa phlean Gaeilge chun scileanna teanga na ndaltaí a fhorbairt go córasach agus go céimniúil. *(To ensure the systematic and progressive development of pupils' language skills the school is advised to develop the whole-school plan for Irish by identifying specific language input, in the context of the curriculum themes, for each class level).*
- Moltar úsáid a bhaint as leabhair bheaga leabharlainne, as úrscéalta Gaeilge agus as áiseanna comhaimseartha chun spéis agus spraoi a fhorbairt sa léitheoireacht. *(More use should be made of small library books, novels and contemporary resources to further develop interest and enjoyment in reading).*
- Moltar níos mó deiseanna a thabhairt do na daltaí scríobh go neamhspleách. *(Pupils should be afforded further opportunities to engage in independent writing).*

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

## **Appendix**

**School response to the report**

**Submitted by the Board of Management**

## **Area 1: Observations on the content of the inspection report**

The Board of Management is pleased to note that steps taken to address areas identified in the initial Whole School Evaluation such as investment in resources, the use of a variety of teaching methods and teachers' planning for differentiation are acknowledged in this report. We are happy that the sincere effort of the staff in fostering the Irish language has been recognised. We note the recommendations and advice following the evaluation.

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

To address the issues raised, staff members have undertaken courses in practical methods of differentiating and self-assessment by pupils and have shared their knowledge with other staff.

A wide variety of writing tasks has been identified to allow for differentiation. Pupils are encouraged to use their free writing copies for work in English, as *Gaeilge*, and in other languages known to them.

New resources for reading including library books, magazines, on-line resources, have been identified and are in use by the pupils.

Following staff discussion, the template for monthly reports has been adapted to allow for recording differentiated learning activities undertaken in class.

The school plan for *Gaeilge* has been reviewed and the process of restructuring it has begun. Staff members are engaged in identifying language input for each class level under the ten themes in the curriculum to augment work already undertaken in *Leitheoireacht* and *Scribhneoireacht*.

Further ideas and activities for challenging the more able pupil will be collected and added to our school plan