

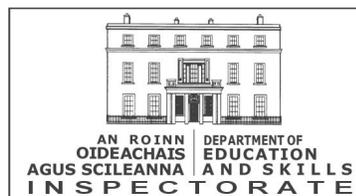
**An Roinn Oideachais agus Scileanna**

**Department of Education and Skills**

**Follow-Through Inspection  
REPORT**

**Moyvore National School,  
Moyvore, Mullingar, County Westmeath  
Uimhir rolla: 17432A**

**Date of inspection: 25 March 2015**



<b>Date of original inspection<sup>1</sup></b>	<b>19 September</b>	<b>Type of original report</b>	<b>WSE</b>	<b>Date of FT inspection</b>	<b>25 March 2015</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  Meeting with relevant teachers  Observation of teaching and learning  Interaction with pupils  Review of pupils' work</p>					
<b>Recommendation in original inspection report</b>		<b>Progress achieved to date on implementation of recommendation</b>			
<p>Moltar níos mó deiseanna a sholáthar do na daltaí a gcuid scileanna cumarsáide a fhorbairt a thuilleadh sa Ghaeilge. <i>It is recommended that more extensive opportunities are organised for pupils so that they can further develop their communication skills in Irish</i></p>		<p><b>Good progress</b></p> <p>Trí úsáid a bhaint as modhanna teagaisc gníomhacha, agus trí thréimhse an cheachta a chur i bhfeidhm, tá deiseanna sa bhreis ag na naíonáin agus ag na bunranganna a gcuid scileanna cumarsáide sa Ghaeilge a fhorbairt. Sa cheacht a bhreathnaíodh, múineadh na heiseamláirí teanga go soiléir agus baineadh úsáid as modheolaíochtaí spreagúil. Soláthraíodh deiseanna do na daltaí na frásaí a úsáid ar bhealach réalaíoch. Chomh maith le seo, bhí na daltaí in ann rannta agus dánta a aithris le díograis agus fuaimniú ceart. Sna meánranganna agus sna hardranganna, is féidir leis na daltaí ceisteanna a fhreagairt go muiníneach, agus abairtí a chumadh ar bhealach inghlactha. Tá béim sa bhreis á dhíriú ag an bhfoireann chun Gaeilge neamhfhoirmiúil a úsáid sa scoil, agus is léir go bhfuil tionchar dearfach ag an tionscnamh seo ar ghnéithe áirithe de scileanna cumarsáide na ndaltaí. Tá straitéis curtha i bhfeidhm chomh maith ina gcuirtear ar chumas na ndaltaí abairtí a scríobh bunaithe ar ábhar na seachtaine. Cé gur léirigh na daltaí sa mheán agus sna hardranganna dearcadh dearfach i leith na teanga, tá a gcuid cumais cumarsáide teoranta go leor, áfach. Moltar don scoil raon níos leithne de mhodheolaíochtaí a chur i bhfeidhm chun scileanna cumarsáide na ndaltaí sa Ghaeilge a leathnú go córasach de réir mar a théann siad ar aghaidh ó rang go rang.</p> <p><i>Through the use of active teaching methodologies, and implementation of the three phases of the lesson, pupils in the infant and junior classes have more extensive opportunities to develop their communication skills in Irish. In the lesson observed, language exemplars were clearly taught and stimulating methodologies were used. The pupils were provided with opportunities to use these phrases in a realistic manner. In addition, pupils could recite some rhymes and jingles with enthusiasm and correct pronunciation. In the middle and senior classes, the pupils can answer questions confidently and compose sentences in an acceptable manner. The staff has placed a greater focus on the use of informal Irish in the school and it is evident that this initiative is impacting positively on some aspects of the pupils' communication skills. A strategy has been put in place whereby the pupils are enabled to write a number of sentences about the topic of the week. While the pupils in the middle and senior classes displayed a positive attitude to the language, their ability to communicate is limited however. The school should implement a wider range of methodologies so that pupils' communication skills in Irish can be systematically extended as they progress from class to class.</i></p>			

<p>It is recommended that provision for pupils with special educational needs be reviewed to include a wider and more flexible range of models of support.</p>	<p><b>Good progress</b> A wider range of supports for pupils with special and additional educational needs has been developed. These feature early intervention strategies and some time-bound and targeted group provision which is implemented in particular classes.</p>
<p>It is recommended that assessment for learning strategies be further developed and embedded at whole-school level.</p>	<p><b>Good progress</b> From observation of teaching and learning in one particular setting, and interaction with all classes in the school, it is evident that discussion at whole-school level has resulted in the identification of a number of assessment for learning strategies. Some of the good practice observed included the sharing of lesson objectives with the pupils and the provision of editing checklists. There is potential to further embed the use of these strategies so that pupils can become proficient in evaluating their own progress in a range of curricular areas. Teachers should continue to research, identify and regularly implement further strategies for assessment for learning across the school.</p>
<p><b>Summary of findings</b></p>	
<p>The school has made good progress overall in identifying some strategies and approaches to address the main recommendations in the whole-school evaluation report (WSE).</p>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• Teachers should continue to collaborate and share ideas collegially as reported to the inspector on the day of the follow-through inspection, with a view to developing and embedding assessment for learning strategies further.</li> <li>• Moltar don scoil, raon níos leithne de mhodheolaíochtaí a chuir i bhfeidhm go rialta chun deiseanna a sholáthair do na daltaí a gcuid scileanna cumarsáide sa Ghaeilge a leathnú go córasach de réir mar a théann siad ar aghaidh ó rang go rang. <i>The school should regularly implement a wider range of methodologies so that pupils' communication skills in Irish can be systematically extended as they progress from class to class.</i></li> </ul>	

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.