

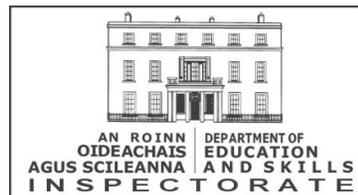
**An Roinn Oideachais agus Scileanna**

**Department of Education and Skills**

**Follow-Through Inspection  
REPORT**

**Scoil Mhuire, Robinstown  
Navan, County Meath  
Uimhir rolla: 17520U**

**Date of inspection: 07 October 2015**



<b>Date of original inspection<sup>1</sup></b>	02-04-2014	<b>Type of original report</b>	Whole School Evaluation - Management Leadership and Learning	<b>Date of FT inspection</b>	07-10-2015
<b>Report published</b>	Yes				
<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 and members of staff  Observation of teaching and learning  Interaction with pupils  Review of school documentation and records and pupils' work  Review of resources and facilities</p>					
<b>Recommendation in original inspection report</b>		<b>Progress achieved to date on implementation of recommendation</b>			
<ul style="list-style-type: none"> <li>In the further development of numeracy, it is recommended that greater emphasis be placed on cooperative learning and problem-solving.</li> </ul>		<p><b>Very good progress</b></p> <p>Very good progress has been achieved on this recommendation. Mathematics lessons and school planning now make definitive provision for cooperative learning and problem solving. Problem-solving exercises are characterised by purposeful pupil and teacher discussion, plenary sessions and the connection of content to the pupils' life experience. In the development of problem solving, the school has upgraded its information and communication technology (ICT) resources, developed mathematics trails, developed the school as a mathematics-rich environment and specifically identified resources which assist teaching and learning in problem-solving scenarios. Notable emphasis is placed on pupils designing problems cooperatively.</p>			
<ul style="list-style-type: none"> <li>Greater emphasis should be placed on in-class support approaches and early intervention in junior infants.</li> </ul>		<p><b>Good progress</b></p> <p>Good progress has been achieved on this recommendation. The school has been proactive in developing its in-class support approaches. It has developed a strategic plan for station teaching in literacy in junior infants, senior infants and first classes. To this end, it has acquired a broad range of stimulating resources and upgraded reading material. Teachers have undertaken continuous professional development (CPD) in the field of literacy. This strategic plan is in operation currently in first class and will be delivered to senior and junior infants on a cyclical basis. The school has also developed a plan to provide in-class support in junior infants specifically within the domains of fine motor skills and play-based learning. It is recommended that the current good work in strategically developing in-class support approaches in literacy for junior infants be further extended to the field of numeracy.</p>			
<b>Summary of findings</b>					
<p>The school has engaged with the recommendations in a strategic and proactive manner, setting associated changes within suitable time frames and regular self-evaluation processes. It has developed in-class support in junior infants in literacy and is promoting collaborative problem-solving successfully in Mathematics.</p>					
<b>Recommendations</b>					
<p>It is recommended that the current good work in strategically developing in-class support approaches in literacy for junior infants be further extended to the field of numeracy.</p>					

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.