

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Assumption GNS,
Walkinstown Dublin 12

Uimhir rolla: 18170B

Date of inspection: 19 November 2014



Date of publication/issue of original report	November 2010	Type of original report	WSE	Date of FT inspection	19 November 2014
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 Meeting with members of the learning support / resource team Observation of teaching and learning Interaction with pupils Review of school documentation and records of pupils' work</p>					
Recommendation in original inspection report			Progress achieved to date on implementation of recommendation		
<p>Closer links should be established with the junior schools regarding curriculum planning, teaching programmes and other relevant information in order to enhance continuity and progression in the pupils' learning.</p>			<p>No progress The context in which this recommendation was made has changed. The two junior schools, located on the same campus as Assumption GNS have amalgamated this school year. As was previously the case, information relating to attendance, attainment on standardised tests etc is passed from the junior school. However, the development of closer links in the area of curriculum planning and teacher programmes remains a challenge. As a means of ensuring continuity and progression in pupils' learning, consideration should now be given to the development of a whole-campus approach to the development of the pupils' literacy and numeracy skills in particular. The potential to use the professional collaborative review process outlined in the school self-evaluation guidelines should be explored in the context of the development of links with the junior school.</p>		
<p>A whole-school approach to the effective teaching of reading skills, the use of a graded reading scheme, phonics instruction and targeted group teaching is required.</p>			<p>Partial progress Very good progress is evident in one element of this recommendation; the use of a graded reading scheme. The accelerated reading programme has been introduced and it is evident that the pupils have a positive disposition to reading. They speak confidently and competently about reading material covered in class. The pupils' progress through the books is monitored appropriately. The work of teachers, parents and support staff is commendable in that regard. Other elements of the recommendation require further attention. Reading skills are taught in the school and the school's English plan contains considerable detail on the content to be taught. However, a structure is required which would allow the teachers to determine the 'how' of their approach to the development of reading and phonic skills. A series of agreed actions aimed at achieving improved outcomes should be implemented in the classrooms.</p>		
<p>In the current review of special educational needs provision it is recommended that diagnostic testing more closely informs learning targets, programme planning and delivery, and assessment procedures.</p>			<p>Good progress The review of special education needs provision has resulted in positive outcomes for the pupils. The structure of programme delivery has changed and the two support teachers have established close working relationships with assigned colleagues. A range of diagnostic tests is being used to inform learning targets.</p>		
<p>In Mathematics, there is a need for teachers to tailor short-term objectives and tasks to meet the specific learning needs of groups of pupils; ongoing assessment of each group's mastery of learning objectives is recommended.</p>			<p>Good progress Each teacher maintains an assessment folder in Mathematics. The structure of delivery to groups of pupils has changed. In some classes, ability groups have been identified and a streamed approach has been introduced. There have been improvements in many aspects of numeracy in the school: attainment has improved in general, greater use of maths programmes in ICT is evident pupils are more</p>		

	actively engaged in their learning. Notwithstanding these improvements, it is recommended that aspects of the mathematics curriculum which could be delivered to mixed ability groups should be identified so that there is variety in the manner in which the programme is delivered. It is also recommended that the pupils' attitudes and dispositions towards Mathematics be carefully monitored.
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Summary of findings

There is good progress evident in some of the recommendations made in the WSE report. In one, there is very good evidence of progress being made in one aspect of the recommendation; other aspects of the same recommendation require more attention. There is little progress evident in the development of closer links with the junior school in terms of curriculum planning and teacher programmes. The changed context in which the junior school, where two junior schools amalgamated in September 2014 into a new co-educational junior school partially explains the lack of progress.

Pupils are engaged in learning in their classrooms. They co-operate fully with their teachers and with assigned tasks. The teachers are commended in particular for the manner in which they have encouraged a very enthusiastic pupil response to accelerated reading programme.

Recommendations

The school should use the school self-evaluation process to enhance its links with the junior school. Specifically, the potential to use professional collaborative review as a mechanism to develop a coherent cross-campus approach to aspects of curriculum planning should be explored. This should initially be focused on the development of the pupils' literacy and numeracy skills. A balanced approach to curriculum delivery in Mathematics should be implemented in all classes. Where deemed possible, mixed-ability group teaching should be employed.

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.