

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

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

**Scoil Aodán Naofa**  
**Carnew, Co. Wicklow**  
**Uimhir rolla: 18242A**

**Date of inspection: 1 May 2014**



|   |               |                                |   |                              |            |
|---|---------------|--------------------------------|---|------------------------------|------------|
| <b>Date of publication of original report</b>   | November 2012 | <b>Type of original report</b> | Whole School Evaluation   | <b>Date of FT inspection</b> | 1 May 2014 |
| <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<br/> Meeting with relevant teachers/members of staff<br/> Observation of teaching and learning<br/> Interaction with pupils/students<br/> Review of school documentation and records, and pupils' work</p> |               |                                |   |                              |            |
| <b>Recommendation in original inspection report</b>   |               |                                | <b>Progress achieved to date on implementation of recommendation</b>  |                              |            |
| The principal and in-school management team should lead the identification of learning priorities and actions. Each action should be implemented systematically and progress monitored regularly.   |               |                                | <p><b>Partial progress:</b></p> <p>The principal and in-school management team meets regularly and through the School Self-Evaluation process has led the identification of some key learning priorities and actions. The actions have been rolled out in some classes. There is still scope to develop this aspect of work, to ensure that that agreed actions are systematically implemented in all classes and that their progress is regularly monitored.</p>   |                              |            |
| Outcomes of assessment should directly inform all programme planning and the very good teaching practices in place should be shared and used throughout the school.   |               |                                | <p><b>Partial progress:</b></p> <p>Some good examples of the use of assessment to directly inform programmes of learning were noted during the follow-through inspection, including the use of baseline assessment for interventions and the thorough analysis of standardised tests in some classes. However, these practices were not features of practice in all classrooms.</p> <p>Some of the very good teaching practices have been shared and are in use by some teachers, however there is scope to further develop this sharing.</p>   |                              |            |
| To raise pupil attainment in literacy, it is recommended that oral language skills be developed systematically and that pupils' fluency in reading be further promoted.   |               |                                | <p><b>Partial progress:</b></p> <p>Some improvements are in evidence in pupils' attainment in literacy, however, the development of the oral language skills of a significant number of pupils, remains a challenge for the school. At whole-school level there has been discussion about oral language and some resources to support the teaching of oral language have been provided to all teachers. A targeted station teaching intervention is being successfully implemented in two classrooms and <i>Aistear: the Early Childhood Curriculum Framework</i> has been introduced in one of the infant classrooms. In these settings, the teaching of oral language is more systematic. An intervention to promote pupils' reading fluency has also been implemented in the middle classes.</p> |                              |            |
| It is recommended that the current small class of senior infant pupils be re-integrated into mainstream classes with their peers in September 2012.   |               |                                | <p><b>Very Good progress:</b></p> <p>These pupils have been re-integrated into mainstream classes and now receive learning support through in-class interventions and small group withdrawal.</p>   |                              |            |
| Moltar scileanna teanga sa Ghaeilge a fhorbairt ar bhonn níos córasaí agus cumas cumarsáide na ndaltaí a chothú a thuilleadh.<br><i>(Emphasis should be placed on a more structured language skills programme and the development of the communicative competence of the pupils.)</i>   |               |                                | <p><b>Níl aon dul chun cinn: (No progress)</b></p> <p>Níor tharla aon dul chun cinn suntasach ar an moladh seo. Tá sé bearthaithe ag an bhfoireann teagaisc, usáid a bhaint as an bproiséas féinmheastóireachta scoile chun an moladh seo a chur chun cinn.<br/> <i>(No significant progress has been made on this recommendation. The teaching staff plan to use the school self-evaluation process to progress this recommendation.)</i></p>  |                              |            |
| All school official records, such as School Registers and School Attendance books, should be maintained according to Department regulations and procedures.   |               |                                | <p><b>Very good progress:</b></p> <p>During the evaluation, all official records were up to date and were maintained in accordance with Department regulations and procedures.</p>  |                              |            |

### **Summary of Findings**

While positive steps have been taken to addressing the recommendations outlined in the Whole School Evaluation report, there is still scope for development with regard to three of the recommendations and no progress has taken place with regard to one recommendation. In order to bring about the improvements suggested in the recommendations, it is essential that whole-school approaches are strengthened and that all teachers implement agreed actions.

The introduction of the in-class, team teaching, literacy initiatives are a positive development in the school's provision. Initiatives such as these should be developed and rolled out in other classes to target learning needs.

Positive starts have been made in School Self-Evaluation including an evaluation of attainment in English and a whole-school focus on reading comprehension.

### **Recommendations**

- Members of the in-school management team should further develop their roles to support the systematic implementation, monitoring and review of agreed actions.
- Assessment needs to become a more significant element of practice in all classrooms. Greater analysis and use of assessment information should take place both at whole-school and individual class level.
- To develop the pupils' oral language skills, a systematic programme, with specific benchmarks for learning should be developed for all class levels and the use of *Aistear* should be extended to all infant classes.
- In Irish, it is essential that a review of practice and attainment levels takes place to further the recommendation of the original report.
- The School Self-Evaluation process should be used systematically; to identify key priorities for the school, to agree whole-school approaches and to drive improvement.

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 wishes to note the following:

- 1) The school has lost two members of its in school management team in recent years due to the embargo on recruitment in the public sector.
- 2) The Board wishes to commend the teachers who have, through their own initiative, undertaken training in the Aistear Programme, in the absence of any formal in-service training from the D.E.S.

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

1. The School Self Evaluation process is well established in the school in the areas for Literacy and Numeracy, with Gaeilge earmarked as the third subject in Year 3 as per S.S.E. Guidelines.
2. Development work has begun on improving the level of spoken Irish in the school
3. Aistear will be established in both Infant classrooms in the current school year.
4. A systematic programme for oral language in English is already in place including discrete oral language teaching time.