Follow-Through Inspection
REPORT

Scoil Phádraig
Ballina, County Mayo
Uimhir rolla: 18506I

Date of inspection: 21 December 2015
### Follow-through inspection activities

*The following activities took place in the course of the follow-through inspection*

<table>
<thead>
<tr>
<th>Recommendation in original inspection report</th>
<th>Progress achieved to date on implementation of recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child protection procedures should be adopted at the first board of management meeting of every school year. An annual checklist should be completed and a report from the DLP should be presented at each board of management meeting.</td>
<td><strong>Very good progress</strong> A review of the minutes of the board of management meetings indicates that there is documented engagement by the board in child protection procedures, policy and guidelines. The newly-appointed principal has recently attended a DLP training day and is fully committed to fulfilling her obligations and submitting a report to each board of management meeting. A report is currently provided to the interim chairperson of the board of management.</td>
</tr>
<tr>
<td>The school management should review its current pupil support arrangements to ensure that the greatest possible benefit for pupils is derived from these resources.</td>
<td><strong>Good progress</strong> A coordinated learning support and resource allocation system is in place to fully exploit the school’s resources and to ensure curriculum contact time is maximised. The structures in the well-resourced nurture room have been reviewed to maximise its impact. Targets for individual pupils are recorded and the programmes are coordinated with the class structures. Teachers are engaging with appropriate continuing professional development to ensure that best practice in the area of special educational needs provision is properly implemented in the school.</td>
</tr>
<tr>
<td>A whole-school approach to positive behaviour management should be implemented.</td>
<td><strong>Partial progress</strong> A Special Education Support Service (SESS) facilitator provided a training module for staff in the school and templates for behaviour contracts have been introduced for the most challenging incidents. Following from this, the staff intends to review and amend the code of behaviour. Positive “pupil of the month” notices are posted on corridors. A follow-up course on mindfulness for pupils and staff is scheduled for February 2016.</td>
</tr>
<tr>
<td>All pupils should have full access to a broad and balanced curriculum.</td>
<td><strong>Very good progress</strong> All classroom timetables accommodate all curriculum areas and provide full access for pupils to a broad and balanced curriculum. Timetabled withdrawal sessions for learning support and resource teaching as well as timetabled sessions for target groups with access to the nurture room ensure that curriculum contact time is maximised for all pupils. The implementation of further in-class support by all support teachers is required now to support ongoing progress for pupils.</td>
</tr>
<tr>
<td>A whole-school approach to a progressive English language experience programme should be adopted.</td>
<td><strong>Partial progress</strong> Pupils are benefiting from recent initiatives such as the First Steps programme and the school has invested in good-quality supports to implement this programme to enhance pupils’ oral language development. Useful resources for improving literacy and numeracy development are being used well by teachers. A whole-school calendar approach to genres is being implemented. Print-rich environments in classrooms and on corridors together with very good quality displays of pupil’s work enhance this support for pupils. However, there remains a need for teachers to place a greater emphasis on explicit language development in each curricular area and to give ample time to pupils within lessons to use the target vocabulary. A Professional Development Support Service for Teachers (PDST) facilitator supported staff with approaches to the implementation of</td>
</tr>
</tbody>
</table>
an oral language programme at a meeting in December 2015. There is a need to further build poetry repertoires.

The school should ensure the full implementation of the literacy and numeracy initiatives recommended for DEIS schools.

**Partial Progress**

A brief DEIS Plan/School Improvement Plan (SIP) for 2015-2016 is in place with specific and focused targets and actions. A three-year 2013-2015 plan for literacy and numeracy is available and will require review and evaluation. A literacy vocabulary project was implemented during May-June 2014. The success of this project should be reviewed and evaluated. Maths Recovery methodologies are being implemented in numeracy approaches. A “Maths Week”, target-number work and a whole-school weekly problem-solving initiative have been introduced. A PDST-facilitated seminar for the implementation of a cohesive numeracy programme has been arranged for February 2016.

The school’s anti-bullying guidelines and procedures should be updated in line with Circular 45/13 and the Anti-Bullying Procedures for Primary and Post-Primary Schools.

**Good Progress**

The school’s anti-bullying guidelines and procedures were updated in line with Circular 45/13 and approved by the board of management in November 2014. The staff has expressed an intention to further review and amend the code of behaviour following from the seminar provided by SESS regarding positive behaviour approaches. It is recommended that the staff deals with this as soon as possible.

A whole-school assessment policy should be devised and implemented by individual teachers to ensure linkage between pupil outcomes, differentiation and classroom planning.

**Partial Progress**

The need for positive approaches to assessment has been discussed at staff meetings. Some mathematics, comprehension and spelling tests have been introduced across the school. The pupils’ work is corrected and dated in copybooks. Continuity of pupil progress is being recorded. These progress records should clearly indicate the learning outcomes that have been achieved in all curricular areas. There is now a further need to analyse and systematically monitor individual pupil progress across all curriculum areas on a whole-school basis to promote school improvement and as part of the school self-evaluation process.

**Summary of findings**

Of the eight recommendations in the original WSE report, there has been very good progress in two, good progress in two and partial progress in the remainder. Very good progress has been made by the board of management in ensuring that child protection procedures and guidelines are implemented. Good progress has been made with regard to pupils’ access to a broad and balanced curriculum and towards provision of pupil support arrangements to ensure that the greatest possible benefit for pupils is derived from these resources. The school’s anti-bullying guidelines have been updated in line with Circular 45/13 and the Anti-Bullying Procedures for Primary and Post-Primary Schools. Partial progress has been made in improving and implementing positive behaviour management approaches. Improved targeting of pupils in literacy and numeracy initiatives has helped to ensure better use of DEIS resources to support the learning needs of these pupils. However, in light of the significant proportion of pupils requiring specific language support, a whole-school approach to a progressive English language experience programme is required. Additionally, although some work has commenced on a whole-school basis, there is a need to devise a whole-school assessment policy to be implemented by individual teachers to ensure linkage between pupil outcomes, differentiation and classroom planning in a cyclical and total approach.

**Recommendations**

- As a further extension of the pupil support arrangements, more in-class support should be provided.
- The agreed actions in the DEIS Plan/SIP should be monitored to ensure that they are fully implemented in individual classrooms. The teachers’ individual monthly progress reports should also enable this practice.
- A greater emphasis should be placed on explicit language development in each curricular area across the school.
- A whole-school assessment policy and approach should be devised and implemented; Assessment for Learning (AFL) approaches should be adopted.
- The analyses of individual pupil progress across all curriculum areas should be used as a basis for providing differentiated programmes for pupils and should be extended to inform and monitor the impact of whole-school improvement initiatives on pupils’ learning outcomes.
- Notwithstanding the good progress made and recent interventions by SESS, further development of a whole-school approach to positive behaviour management should be devised and implemented.

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.

**Published February 2016**