Follow-Through Inspection REPORT

Scoil Naomh Pádraig
Ballinamore, County Leitrim
Uimhir rolla: 18656E

Date of inspection: 15 April 2016
Follow-through inspection activities

The following activities took place in the course of the follow-through inspection:
- Meeting with principal
- Meeting with members of staff
- Observation of teaching and learning
- Interaction with pupils
- Review of school documentation and records and pupils' work

<table>
<thead>
<tr>
<th>Recommendation in original inspection report</th>
<th>Progress achieved to date on implementation of recommendation</th>
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| It is recommended that pupils' confidence and competence in the four strands of the English curriculum are further developed. | Good progress
The school has made good progress in further developing pupils' confidence and competence in the four strands of the English curriculum. Pupils regularly read texts commensurate with their ability level in guided reading stations. They use a wide range of reading skills and strategies competently. Their ability to write in a variety of genres is very well developed. In all settings, pupils have some opportunities to develop their speaking skills. Further development of pupils' listening skills would enhance their overall language learning experiences. |
| A school policy on classroom planning should be devised to guide practice in both the mainstream and support setting. | Good progress
Good progress has been made by the school in devising a school policy on classroom planning to guide practice in both the mainstream and support setting. The school policy effectively guides planning in the support setting and this is complemented by teachers' use of agreed templates. In the mainstream settings, approaches to long-term planning and monthly progress records are informed by school policy. The implementation of an agreed approach to short-term planning varies across the mainstream settings. More consistent implementation of the agreed approach to short-term planning in the mainstream setting is needed. |
| Target setting and progress reporting for pupils with additional learning needs should be enhanced. | Good progress
Good progress has been made to enhance target setting and progress reporting for pupils with additional learning needs. Targets are specific and clearly aligned to learning activities outlined in education plans. The development of success criteria would further enhance the review of targets and reporting on progress. |
| Further whole-school attention should be paid to the development of pupils' geographical investigative skills. | Good progress
The school has made good progress in further developing pupils’ skills in geographical investigation. Pupils’ engaged enthusiastically and competently in observed lessons and ably demonstrated their skills. Teachers used a variety of methodologies and geography-specific resources effectively. While pupils have a good knowledge of local geography in some settings, the development of a whole-school approach to this aspect of the curriculum would enhance overall provision in this subject. |

Summary of findings

The school has made good progress in respect of the recommendations made during the whole-school evaluation. Good progress has been made in developing pupils' English language skills and competencies. Further development of pupils’ listening skills would enhance their skillset. A school policy on classroom planning has been devised. However, implementation of the agreed approach to short-term planning varies across the mainstream settings. Good progress has been made to enhancing target setting and progress reporting for pupils with additional learning needs.
The development of success criteria would enhance the reviewing of targets and progress reporting. The school has made good progress in further developing pupils’ geographical investigative skills.

**Recommendations**

- Further development of pupils’ speaking and listening skills would enhance their overall language learning experiences.
- The school is encouraged to implement its agreed approach to short-term planning consistently in the mainstream setting.

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.

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