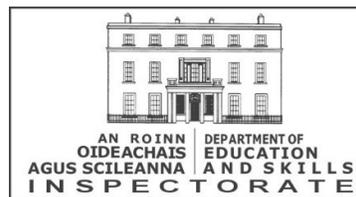


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Saint Canice's Girls' National School
Finglas, Dublin 11
Roll number: 18683H

Date of inspection: 25 February 2016



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|--|-----------------|---|---------|------------------------------|------------------|
| Date of publication/issue of original report | 15 January 2014 | Type of original report | WSE-MLL | Date of FT inspection | 25 February 2016 |
| Report published | Yes | | | | |
| 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 team Meeting with teachers Observation of teaching and learning Interaction with pupils Review of school documentation and records and pupils' work</p> | | | | | |
| Recommendation in original inspection report | | Progress achieved to date on implementation of recommendation | | | |
| A greater emphasis should be placed on in-class support approaches and early intervention in numeracy. | | <p>Good progress</p> <p>A greater emphasis has been placed on providing in-class support across the school through the current arrangements for the provision of learning support. Collaborative approaches to planning and regular communication with class teachers underpin the work of the learning-support teachers. Team teaching and station-teaching approaches are employed effectively to support pupils' learning in literacy and numeracy. There remains scope to further develop early intervention methodologies in junior infants, to document the staged approach and to adopt a whole-school approach to the maintenance of progress records.</p> | | | |
| In the further development of pupils' numeracy skills, it is recommended that greater emphasis be placed on linkage of strands, development of problem-solving skills and use of the environment. | | <p>Good progress</p> <p>In the further development of pupils' numeracy skills, a greater emphasis has been placed on the explicit teaching of problem-solving skills across the school. The school improvement plan has identified targets for the development of mathematical language and of problem-solving skills. Pupils can use appropriate strategies to solve problems and some pupils are able to create their own problems. Good emphasis is placed on the linkage of strands through problem solving. Pupils' reasoning and communicating skills are being developed appropriately. There remains scope to develop the use of the environment to support learning in Mathematics and to use open-ended and differentiated problems to challenge the more able pupils.</p> | | | |
| The school is advised to develop an e-learning plan and to examine further opportunities for pupils to use information and communications technology (ICT) as a learning tool. | | <p>Good progress</p> <p>The school has undertaken an ICT audit and prepared a draft e-learning plan. It has also acquired appropriate ICT devices, with further procurements planned. Cyber-bullying and acceptable-usage policies are currently in draft form. An e-learning team is being established to advance the use of ICT in the school. Teachers use ICT to plan for and teach some lessons. Pupils use laptops to prepare and present projects. Junior pupils use tablet computers as a learning tool during lessons in Mathematics. During the evaluation, pupils recounted their enjoyment of using ICT for learning. The development of a school website should be considered as a means of enabling pupils to present their work to a wider audience.</p> | | | |

Summary of findings

The school has made good progress in implementing the main recommendations of the WSE-MLL report. Greater emphasis is being placed on in-class support approaches. Pupils' problem-solving skills are being developed explicitly with appropriate emphasis on linkage of the mathematics strands. A draft e-learning plan has been prepared and pupils use ICT as a learning tool. There remains scope to develop a school website, to improve the documentation of the staged approach and to use the environment to support learning in Mathematics.

Recommendations

- A whole-school approach to the maintenance of progress records and the documentation of the staged approach is required.
- Teachers should develop the use of the environment to support learning in Mathematics and use open-ended and differentiated problems to challenge the more able pupils.
- A school website should be developed.

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.