

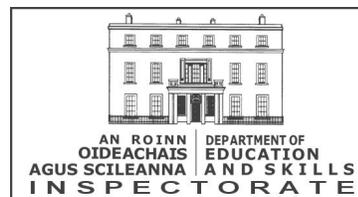
**An Roinn Oideachais agus Scileanna**

**Department of Education and Skills**

**Follow-Through Inspection  
REPORT**

**Scoil Náisiúnta Banrion Na nAingeal 2  
Ballyfermot Upper, Dublin 10  
Uimhir rolla: 18843D**

**Date of inspection: 11 February 2016**



<b>Date of original inspection</b>	<b>14 May 2014</b>	<b>Type of original report</b>	<b>WSE-MLL</b>	<b>Date of FT inspection</b>	<b>11 February 2016</b>
<b>Report published</b>	<b>Yes</b>				
<b>Follow-through inspection activities</b>					
<i>The following activities took place in the course of the follow-through inspection</i>					
Meeting with principal and deputy principal Observation of teaching and learning Interaction with pupils Review of school documentation and records and pupils' work					
<b>Recommendation in original inspection report</b>		<b>Progress achieved to date on implementation of recommendation</b>			
The board should review the current arrangements for the conduct of its meetings.		<b>Very good progress</b> The board's practice of conducting its meetings in conjunction with the board of another school has been reviewed. As a result, the newly-appointed board proposes to meet as a separate corporate entity to manage the school and carry out the functions conferred on it under the Education Act (1998).			
In order to ensure good governance, the chairperson should ensure that the roles and responsibilities of the officers and members of the board, including those of the treasurer, are arranged in accordance with the requirements set out in <i>Constitution of Boards and Rules of Procedure</i> .		<b>Very good progress</b> In accordance with the requirements set out in <i>Constitution of Boards and Rules of Procedure</i> , roles and responsibilities have been clearly identified and are allocated to respective members of the newly appointed board.			
Moltar trí thréimhse an cheachta a chur i bhfeidhm sa Ghaeilge agus fíorchumarsáid na ndaltaí a chothú agus a fhorbairt. <i>The three stages of the lesson should be implemented in Irish and pupils' real communication skills should be promoted and developed.</i>		<b>Partial progress</b> Tá sé soiléir go bhfuil béim níos láidre á chur ar trí thréimhse an cheachta sna ranganna inar breathnaíodh múinteoireacht sa Ghaeilge. Leagtar béim níos láidre ar fhrásaí a mhúineadh, agus tugtar deiseanna do na daltaí iad a chleachtadh. Chun fíor chumarsáid agus cumas labhartha neamhspleách na ndaltaí a chothú, moltar plean córasach uile scoile atá bunaithe ar na téamaí a dhearadh agus a chur i bhfeidhm. <i>In the classes where the teaching of Irish was observed, it is clear that there is a stronger emphasis on implementing the three phases of the lesson. Greater emphasis is placed on teaching and practising these phrases. To promote pupils' real communication and independent speaking skills, the development and implementation of an incremental whole-school plan based on the themes is advised.</i>			
The school should focus on the incremental development of pupils' active listening skills and their full engagement in learning activities.		<b>Very good progress</b> The school has worked hard on addressing this recommendation. Teachers have reviewed their teaching approaches and methodologies. Targeted, active and participative learning activities have been introduced, most notably in the infant and junior classes. These contribute to fostering pupils' active listening skills and to nurturing their full engagement in their learning activities. This was particularly noteworthy in the settings where teaching and learning was observed. Collaboration between classroom teachers and support teachers ensures a focus on individuals and particular cohorts of pupils. The school has also availed of some external professional assistance through its involvement in a community-based initiative which			

	further supports pupils and their families. In-school management members report greater levels of pupil participation and a measurable increase in the attainment levels of some pupils.
The school should ensure that sufficient time is given to the consolidation and revision of key concepts and skills.	<p><b>Good progress</b></p> <p>The in-school management team reports that a number of initiatives and teaching approaches have been adopted to ensure a greater focus on the consolidation and revision of key concepts and skills. Arising from the school self-evaluation process, there is a concerted emphasis on improving competence and confidence in pupils' speaking skills. In addition, careful attention is given to the incremental development, consolidation and revision of specific reading skills. Whole-school approaches to reinforcing pupils' computation and problem solving skills have been agreed. To maximise the impact of these actions on pupils' learning, the linking of Mathematics to pupils' lives, and more frequent oral mathematics are advised.</p>
<b>Summary of findings</b>	
Cé go bhfuil sé soiléir go bhfuil béim níos láidre á chur ar struchtúr an cheachta sa Ghaeilge agus ar fhrásaí a mhúineadh, b'fhiú fíor chumarsáid agus cumas labhartha neamhspleách na ndaltaí a chothú. <i>While it is clear that there is a stronger emphasis on the structure of lessons in Irish and the teaching of phrases, it would be worthwhile to promote pupils' real communication and independent speaking skills.</i>	
<b>Recommendations</b>	
Moltar plean córasach uile scoile don Ghaeilge a dhearadh agus a chur i bhfeidhm. <i>It is recommended that an incremental whole-school plan for Irish be devised and implemented.</i>	

The board accepts the report as the final inspection report available for publication and does not wish to respond formally to the report.