

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Scoil Naomh Padraig,
Rathfarnham, Dublin 14
Uimhir rolla: 19114T

Date of inspection: 25 September 2014



AN ROINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS SCILEANNA | AND SKILLS

Date of publication/issue of original report	January 2012	Type of original report	<i>WSE modified</i>	Date of FT inspection	25 September 2014
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 and deputy principal Meeting with relevant teachers Observation of teaching and learning Interaction with pupils/students Review of school documentation and records and pupils'/students' work</p>					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
<p>The Principal, in conjunction with the in school management team, should further develop instructional leadership skills to improve learning and teaching and to foster and develop reflective and self-evaluative practices on whole-school level.</p>		<p>Very good progress</p> <p>Under the leadership of the principal very good reflective and self - evaluative practices have taken place particularly in relation to literacy and numeracy. Small collaborative groups from the teaching staff come together to discuss and reflect on aspects of teaching and learning and actions have been named and implemented on a whole school level to bring about improvement. Monthly planning meetings also take place at each class level. Agreed whole-school approaches were evident in individual teachers' planning and in the teaching observed.</p>			
<p>Teachers should explore how assessment information could be used to inform classroom planning, the pupils learning experiences and learning materials in use.</p>		<p>Good progress</p> <p>The staff have begun to look at assessment processes in the school and are currently engaged in reviewing the various practices that are in place. This is a very useful first step and it will help the teachers in identifying the most effective assessment tools and what to subsequently include in a whole school approach to assessment. Some good assessment practices are in place, reflecting both assessment for learning tools and assessment of learning tools. A strong emphasis is placed on maintaining samples of pupils' work and end of term tests.</p>			
<p>The school should provide a broader range of learning experiences for pupils including a focus on developing thinking skills greater pupil engagement and adapting teaching approaches to meet individual learning needs.</p>		<p>Very good progress</p> <p>A broader range of learning experiences is being provided for the pupils and these include '<i>Thinking Tuesday</i>' where there is a whole school focus on problem solving, the use of various games, and pair and group activities along with mathematics trails and circle time. A very good range of resources are being used across subjects to support learning. Pupils are being encouraged to move around their classrooms, to engage in project work and in some instances to reflect on, and discuss their own learning. A guided reading approach has been introduced in some of the junior classes and it is intended that teachers at other levels in the school will build on the success of this work.</p>			
<p>A comprehensive and systematic approach to developing skills in mental mathematics and problem solving is required.</p>		<p>Very good progress</p> <p>It was evident in all classes visited that focused attention is being given to the development of mental maths and problem-solving skills among the pupils. Some opportunities are being provided for pupils to solve problems collaboratively, to explain their solutions and to make up their own mathematical problems.</p>			
<p>The teaching approaches and the programme provided in Irish should be reviewed to ensure the incremental learning of the language.</p>		<p>Partial progress</p> <p>Some initial work has been carried out on reviewing the Irish programme. One or two key actions (concerned with the use of incidental Irish during the day) have been put in place across the school and it is planned that this work will be developed in the next few years when Irish will be the focus of the school improvement agenda.</p>			

Summary of findings

Very good approaches have been taken by the school to address the recommendations made in the Whole-School Evaluation report and good progress has been made in the areas outlined by the principal and staff. Under the leadership of the principal very good reflective and self-evaluative practices have taken place particularly in relation to literacy and numeracy. The staff members have begun to look at assessment processes in the school and are currently engaged in reviewing the various practices that are in place. It is evident that a broader range of learning experiences is being provided for the pupils and that focused attention is being given to the development of mental maths and problem-solving skills through the school. It is commendable that some initial work has also been carried out on reviewing the Irish programme, considering that the school improvement agenda to date has focused primarily on literacy and numeracy. It is planned to address Irish more formally in the next school improvement plan.

Recommendations

To continue the good progress already made, it is recommended that

- In developing a school policy on assessment, a focus on assessment linked to the School Self-evaluation plan, might be a useful initial approach.
- It is recommended that teachers name the specific learning activities in their individual teacher planning.
- In the context of providing broader learning experiences for the pupils it is important to maintain the balance between whole-class direct instruction and direct instruction in small groups. More teaching in small groups is required at all levels.
- Teachers should continue to explore problem solving across the curriculum and source more varied and challenging problems for the pupils to solve.

The board of management of the school 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 of Management of Scoil Naomh Pádraig welcomes the findings of the Follow-Through Inspection report.

The Board wishes to thank the school community; staff, parents and pupils for their hard work and commitment towards implementing the recommendations of the last WSE Report.

Táimid go léir ag súil anois le togha oibre a chur isteach chun glacadh leis na moltaí atá sa tuairisc seo, go mór mór maidir leis na moltaí a bhaineann le dul chun cinn agus feabhsú sa Ghaeilge.

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

We will work with the principal and her staff to address any deficiencies identified in the inspection report.