

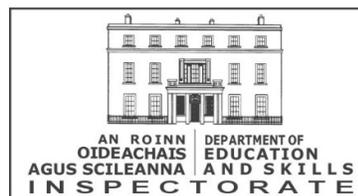
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**Holy Spirit Boys' National School
Sillogue Road, Ballymun
Dublin 11
Uimhir rolla: 19208F**

Date of inspection: 23 September 2015



Date of original inspection¹	19 September 2013	Type of original report	WSE	Date of FT inspection	23 September 2015
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 and senior management team Meeting with members of the in-school management team and subject coordinator Meeting with relevant 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			
<p>Tá scóip chun forbartha i soláthar na scoile don Ghaeilge. Moltar ach go háirithe béim sa bhreis a leagan ar chur chuigí cumarsáideacha a úsáid. B'fhiú smaoinemh a dhéanamh ar an dul chun cinn a mbítear ag súil leis ó rang go rang.</p> <p><i>There is scope for development in the school's provision for Irish. In particular, it is advised that additional emphasis is placed on the use of communicative approaches. Thought should be given to identifying the expected progression from class to class.</i></p>		<p>Partial progress</p> <p>Is léir go bhfuil an fhoireann scoile ag iarraidh béim ar bhréis a chur ar stad na Gaeilge is saol na scoile (m.sh seachtain na Gaeilge, cartaí glasa, tús ar roinnt cruinnithe foirne a eagrú trí Ghaeilge). Chomh maith leis an scéim foilsithe don Ghaeilge atá in úsáid tríd an scoil, is dea-cleachtas é go bhfuil an fhoireann scoile tar éis a scéim féin a leagadh amach de réir nathanna cainte. Áfach, ba chóir fós córas a chur ar aghaidh chun a bheith cinnte go mbeidh na scéimeanna seo curtha i bhfeidhm le leanúnachas agus forbairt i bhfoghlaim na ndaltaí ó rang go rang. Sna ceachtanna ar a breathnaíodh, bhí deis ag na daltaí labhairt i mbeirteanna agus a n-abairtí féin a struchturú ach ní raibh caighdeán labhartha na ndaltaí go sásúil. Mar sin, i gcomhthéacs an chórais atá molta a chur i bhfeidhm, moltar freisin breathnú ar struchtúr ceachta cinnte a aithint agus a chur i bhfeidhm tríd an scoil.</p> <p><i>It is clear that the school staff is endeavouring to place a particular emphasis on the status of Irish in the life of the school (e.g. Irish week, green cards, beginning to hold certain staff- meetings through Irish). In addition to the published scheme for Irish that is in use through the school, it is good practice that school staff has laid out its own scheme with regard to common sentence structures. However, a system still needs to be devised to ensure that this scheme is put into practice with both continuity and progression in pupils' learning from class to class. In the lessons that were observed, pupils had an opportunity to talk in pairs and to structure their own sentences but the standard of pupils' speaking was not satisfactory. Therefore, as part of the system that needs to be put in place, it is also advised that the structure of lessons be examined in order to identify a specific lesson structure that would be implemented throughout the school.</i></p>			
<p>There is scope for more detail on specific learning objectives and learning activities in teachers' short-term planning.</p>		<p>Partial progress</p> <p>The quality of learning in Irish lessons would be enhanced by teachers providing more detail in respect of specific learning objectives for vocabulary, sentence structures and communicative activities. In other subject areas, specific skills related to lesson content should be identified (e.g. in the Visual Arts, Music, Science). The school has adopted specific practices with regard to optimising the cross-curricular potential for oral language development. In order to ensure that newly appointed teachers implement these practices effectively, these teachers need to be advised to plan for such work.</p>			
<p>Possibilities exist for exploring how desired learning outcomes for oral language could be achieved through integration with other curriculum areas.</p>		<p>Very good progress</p> <p>The language learning potential within all curriculum areas is being focused upon in a systematic manner. Having identified specific language for development, teachers are skilful in eliciting explanations of the language, modelling the use of language and providing opportunities for pupils to use the language both through higher-order questioning and focused pair-work. A specific focus is placed on re-</p>			

¹ Date on cover of original inspection report

	voicing pupils' contributions to discussion and guiding them to make connections between different contributions. Teachers' classroom management is very effective and they encourage and affirm pupils' participation very successfully in discussion. Pupils' contributions to discussion are focused and expressed through sentences of reasonable elaboration and complexity. From conversation with members of staff, it was clear that there is a strong and shared commitment to ensuring that the teaching of oral language continues to evolve and that pupils' oral language abilities continue to improve.
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Summary of findings

Partial progress has been made with regard to developing pupils' oral language skills in Irish. A more explicit focus on identifying anticipated learning outcomes is still required in teachers' short-term planning. Very good progress has been achieved by the school in developing and establishing very effective practices that enhance the language dimension of lessons across the curriculum.

Recommendations

- Ba choir córas a chur ar aghaidh chun a bheith cinnte go mbeidh leanúnachas agus forbairt i bhfoghlaím na ndaltaí sa Ghaeilge ó rang go rang. *A system needs to be devised to ensure that there is continuity and development in pupils' learning in Irish from class to class.*
- A more explicit focus on identifying anticipated learning outcomes is still required in teachers' short-term planning.

The board of management 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 and staff are pleased that the follow up report acknowledges that progress has been made with all recommendations from the original WSE report.

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

Tá infheistíocht déanta le deanaí ag Bord Bainistíochta na scoile i gclár nua Gaeilge a chabhróidh go mór linn chun go mbeidh an leanúnachais agus an fhorbairt i bhfoghlaim na daltaí sa Ghaeilge anseo i scoil an Spioraid Naoimh. Ina theannta sin, tá forbairt ghairmiúil tosnaithe ag foireann na scoile in éineacht le PDST chun tacaíocht a thabhairt duinn an clár nua a chur i gcrích *(The board of management of the school has invested recently in a new Irish programme that will help us considerably in ensuring continuity and progression in pupils' learning in Irish here in Holy Spirit School. In addition to this, the staff has begun to engage in professional development with PDST to support us in implementing the new programme. *)*

With regard to short term planning a significant proportion of staff members have engaged in the NCCA Primary Language Networks in preparation for the forthcoming curricular changes in both English and Irish.

** This is a translation of the Irish-medium text submitted by the board of management.*