Follow-Through Inspection
REPORT

Castlejordan Central National School
Castlejordan, Tullamore, County Offaly
Uimhir rolla: 19300Q

Date of inspection: 8 October 2015
<table>
<thead>
<tr>
<th>Date of original inspection</th>
<th>20 February 2013</th>
<th>Type of original report</th>
<th>WSE Modified</th>
<th>Date of FT inspection</th>
<th>8 October 2015</th>
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### Follow-through inspection activities

The following activities took place in the course of the follow-through inspection:
- Meeting with principal
- Meeting with members of the in-school management team
- Meeting with relevant teachers
- Observation of teaching and learning
- Interaction with pupils
- Review of school documentation and records and pupils’ work
- Communication with chairperson of board of management

### Recommendation in original inspection report

The board of management should ensure that the school is in compliance with all legislative and Departmental requirements.

### Progress achieved to date on implementation of recommendation

<table>
<thead>
<tr>
<th>Recommendation in original inspection report</th>
<th>Progress achieved to date on implementation of recommendation</th>
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<tbody>
<tr>
<td>Very good progress</td>
<td>Significant progress has been made by the board of management to ensure that the school is now compliant with legislative and Departmental requirements. The school self-evaluation (SSE) legislative and regulatory checklist has been completed. An action plan has been devised for regular policy review. Many policies have been updated, and all are signed by the chairperson on ratification. Procedures for consultation with parents on policy development have been established. The board has devised a strategy for school attendance in compliance with section 22 of the Education (Welfare) Act, 2000. School accounts are certified.</td>
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<tr>
<td>Very good progress</td>
<td>Very good progress has been made in improving leadership and management. The in-school management team has been allocated a range of duties which are reviewed annually and which address the evolving needs of the school. Team members prepare an action plan to guide their work, and they submit a summary of achievements to the board at the end of the year. The team meets fortnightly, and good working relationships are now evident among team members.</td>
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<tr>
<td>Good progress</td>
<td>Work is on-going on reviewing curricular plans. The development of improvement plans for literacy and numeracy as part of the school’s SSE process has contributed to this review. Whole-school approaches have been introduced to many aspects of the school’s work.</td>
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<tr>
<td>Good progress</td>
<td>A whole-school review of teaching and learning has taken place. Teachers plan collaboratively and there is good communication with the special educational needs (SEN) team. The new principal has observed teaching and learning in all classrooms and provided feedback to teachers using the observation schedule in the SSE guidelines. Good analysis has been done on standardised test results, and the teachers are determined to improve aspects of assessment and differentiation. The school now operates a policy on teacher rotation to ensure that all teachers will have opportunities to teach at all levels and in all settings.</td>
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Summary of findings
Following the issue of the WSE report, the school immediately identified all the recommendations contained in the report and set about addressing each one. A very effective action plan was produced and this forms the basis of the school’s efforts towards improvement. Much work has been done on team-building and on collective collaborative decision-making. There is a strong focus on teaching and learning and on sustaining the on-going improvements.

Recommendations
- As some excellent quality teaching and learning was observed during the WSE, the creation of opportunities for teachers to share and observe this very good practice is recommended.
- Further dissemination of the examples of extremely effective practice observed in differentiation during the WSE evaluation should be considered.

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.

Published November 2015
Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management
Area 1  Observations on the content of the inspection report

Following on from the WSE and the Follow Through Report the Board of Management of St. Ciaran’s would like to thank all involved in improving the learning experience of the children in our school. Our staff, parents, and of course children have all worked hard to achieve a very positive outcome. We find the content of the report accurately reflects the ongoing work in the school.

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 continue to uphold the excellent standard of teaching and learning throughout the school, while maintaining a positive learning environment for all pupils. St. Ciaran’s will continue to be a happy school where children and adults feel valued and respected.

Following on from the principal’s observation of each classroom last year we will be implementing peer review as a means of creating opportunities for teachers to share and observe “the excellent quality teaching and learning” that was observed during the WSE. This, along with other initiatives, will address the first recommendation in this report.

We have selected Assessment and Differentiation as our third strand in our School Self Evaluation and will be extending the “extremely effective practice” observed during the WSE, throughout the school. This we will plan for this year and implement next year, thus addressing the second recommendation.