

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Scoil Náisiúnta na Maighdine Muire Buachaillí,
Ballymun, Dublin 9
Uimhir rolla: 19302U

Date of inspection: 19 June 2014



Date of publication/issue of original report	28 February 2013	Type of original report	<i>WSE</i>	Date of FT inspection	19 June 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 senior management team Meeting with relevant teachers Observation of teaching and learning Interaction with pupils Review of school documentation and records and pupils' work Review of resources and facilities</p>					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
<p>Tá gnéithe le forbairt maidir le múineadh na Gaeilge, go háirithe maidir leis an léitheoireacht agus an scríbhneoireacht. <i>There are aspects for development in the teaching of Irish, in respect of reading and writing in particular.</i></p>		<p>Very good progress</p> <p>Tá dul chun cinn suntasach déanta maidir le múineadh na Gaeilge sa scoil. Rinne an fhoireann an-chuid oibre ar mhúineadh na dtéamaí a fhorbairt, go háirithe sa léitheoireacht agus sa scríbhneoireacht. Dhear an fhoireann raidhse áiseanna, ag baint úsáide go tairbheach as an timpeallacht áitiúil, agus tá na háiseanna sin in úsáid go córasach tríd an scoil. <i>Significant progress has been made regarding the teaching of Irish in the school. The staff has done a lot of work on the teaching of the themes, especially for reading and writing. The staff designed a wealth of resources, making worthwhile use of the local environment, and these resources are in systematic use throughout the school.</i></p>			
<p>It is recommended that links between the school plan and teachers' short-term plans for each curricular area are developed to a greater degree in teachers' long-term plans.</p>		<p>Very good progress</p> <p>The staff commenced work on this recommendation by looking at the three subjects in Social, Environmental and Scientific Education (SESE) and making explicit links between the school plan and the short-term plans. More specific learning objectives were identified, and themes were developed within the SESE context, to give a more specific focus to learning objectives, assessment and learning outcomes. Teaching staff are more aware of developing short-term plans based on the school plan. The staff is committed to bringing this approach to bear on the planning for other curriculum areas. This work is already well advanced in relation to literacy.</p>			
<p>While it is commendable that the school is developing programmes to cater for the needs of more able pupils, it is recommended that greater emphasis be placed on providing differentiated learning activities for these pupils in mainstream class settings.</p>		<p>Good progress</p> <p>While differentiated provision is made for pupils in a variety of settings in the school, there is now more focused and specific evidence of differentiation within mainstream classes. Teachers now keep detailed records of provision for differentiated learning activities within mainstream settings.</p>			
Summary of findings					
<p>The school has engaged in a very focused manner with the recommendations made in the WSE report. Teachers have collectively engaged in continuous professional development and have used school planning hours very effectively in order to address the areas that were identified in the WSE report.</p>					
Recommendations					
<p>There are no further recommendations arising from the follow-through visit.</p>					

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.