Follow-Through Inspection REPORT

Ramsgrange Central National School, Ramsgrange, New Ross, Co. Wexford
Roll number: 19528A

Date of inspection: 16 May 2016
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<th>Report published</th>
<th>Yes</th>
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**Follow-through inspection activities**

- Meeting with deputy principal and with members of senior management team
- Observation of teaching and learning
- Interaction with pupils
- Review of school documentation and records and pupils’ work
- Review of resources and facilities
- Meeting with board of management

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<tr>
<th>Recommendation in original inspection report</th>
<th>Progress achieved to date on implementation of recommendation</th>
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| In order to optimise curriculum delivery in the school, it is recommended that the curriculum leadership role of the principal and the in-school management team be strengthened | **Partial progress**

The duties of the In-school management team have been reviewed to ensure that the members have responsibility for curriculum areas. In English, writing genres have been promoted across the school and it is evident from most teachers’ planning that there is a focus on writing in their classrooms. In Numeracy there is a focus on the promotion of active learning methodologies, on hands-on work and the use of manipulatives. In Irish, the use of Irish incidentally during the school day is being promoted. It is advised that this work be closely aligned with School Self-Evaluation (SSE) to ensure that these whole-school approaches are consistently implemented and closely monitored. The work completed above was undertaken by the post-holders; there is little evidence that the curriculum leadership role of the principal has been progressed since the previous evaluation. It was difficult to assess the engagement of the pupils in the senior classroom with these initiatives as there were no monthly progress reports available for this classroom. The lack of meaningful engagement with School Self-Evaluation is also a concern.

It is recommended that the principal takes on a more proactive approach to the implementation of the curriculum across the school and also to the implementation of School Self-Evaluation. To this end, it is advised that whole-school planning processes be put in place outlining the work, including areas for review, which will be undertaken during the school year in regard to progressing curriculum delivery. They should clearly outline the programme of work which will be undertaken.

| Greater opportunities should be provided for the more widespread use of active and collaborative learning methodologies to enhance the pupils’ engagement in learning | **Partial progress**

It is evident that some teachers are now providing pupils with more opportunities for the use of active and collaborative approaches in their learning, particularly in regard to the teaching of Mathematics. A range of suitable resources has been provided, with the assistance of the board of management and parents’ association, to support this work.

Aistear is now a feature of the work in the junior classroom and is being implemented very successfully.

There is scope to develop these approaches and methodologies further across the curriculum and in all classrooms. To achieve this there needs to be a review of current practice and planning in relation to extending these
approaches further. Advice and support from the support services should be sought. Teachers’ planning should clearly outline the opportunities which will be provided to pupils to engage in active and collaborative methodologies and careful review of the monthly progress reports should facilitate the monitoring of these approaches across the school.

Curriculum plans should be updated systematically to reflect the new methodologies and whole-school approaches.

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<th>Whole school planning and individual teacher planning should be reviewed to ensure greater linkages between the school plan, school self-evaluation and teachers' planning</th>
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**Partial progress**

It is essential that all teachers prepare appropriate planning for their classes. At the time of this evaluation there was no short-term planning available for the senior classes. The non-maintenance of monthly progress reports makes it difficult to review the curriculum delivery in this classroom. It is a requirement of National Schools that teachers prepare long and short-term plans and provide monthly progress reports and that these reports be maintained by the principal. It is a matter of urgency to now address this lack of planning and recording of progress.

Overall, planning is still very much focused on content and while there is some reference to whole-school approaches there is scope to develop planning further to ensure that it fully reflects the agreed whole-school approaches and is linked to school self-evaluation.

There is scope to improve the quality of work in regard to school self-evaluation as at present the school is not compliant with the Circular 0039/2012. A plan for Numeracy should be agreed and implemented. The plan for Literacy should be implemented across the school. The third focus of SSE has not been addressed.

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## Summary of findings

It is evident that the deputy principal and special duties teacher have addressed aspects of curriculum delivery in the school. Some progress has been made in regard to the more widespread use of active and collaborative methodologies. However, these methodologies need to be extended further and throughout the whole school. All teachers need to produce appropriate planning documents and all monthly progress reports should be maintained by the principal. It is advised that planning be reviewed to ensure that it reflects whole-school approaches and is linked closely with the curriculum plans and school self-evaluation. The board is advised to ensure that the school is fully compliant with regard to planning and school self-evaluation.

## Recommendations

The recommendations in the original inspection report have not been implemented in full and to a satisfactory standard. The board of management, the principal and the school staff should ensure that these recommendations continue to be prioritised and progressed.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

*Published June 2016*