

An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**St. Peter Apostle Senior National School
Neilstown Road, Clondalkin, Dublin 22
Uimhir rolla: 19642V**

Date of inspection: 8 June 2016

Date of original inspection	19642V	Type of original report	Whole School Evaluation	Date of FT inspection	8 June 2016
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 deputy principal Meeting with relevant teachers: Irish Committee 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>To ensure that pupils retain key concepts, knowledge and skills learned, it is recommended that teachers regularly revise and consolidate previous learning.</p>		<p>Very good progress</p> <p>The school has adopted cohesive, whole-school approaches to facilitate the consolidation and revision of pupils' previous learning. As evidenced in teachers' planning, particular provision is made for revision in Irish, Mathematics, and Social Environmental and Scientific Education (SESE). Teachers link current mathematics topics e.g. decimals to number operations, and all pupils maintain an 'operations notebook' to which they are encouraged to refer regularly. In Mathematics, revision is also facilitated through the use of board games, mathematics trails and <i>Mathematics Week</i>. In Irish, teachers make explicit provision for the consolidation and application of new language towards the end of each week. A particularly effective and popular practice is the '<i>Question Quiz</i>', based on the previous week's learning, which is held by the principal weekly during the whole-school assembly. During the inspection, pupils were very willing to engage in conversation about their prior learning.</p>			
<p>Í múineadh na Gaeilge, moltar don scoil clár córasach a chumadh ag leibhéal cuí do gach leibhéal ranga. Ní mór an clár seo a chur i bhfeidhm go céimniúil, agus dul siar rialta a dhéanamh air.</p> <p><i>In the teaching of Irish, It is recommended that the school devise a specific language programme at an appropriate level for each class level. This programme should be implemented systematically and regularly revised</i></p>		<p>Very good progress</p> <p>Faoi stiúir coiste Gaeilge, ina bhfuil an príomhoide páirteach, tá an-dul chun cinn le sonrú i leith múineadh na Gaeilge. Tá clár córasach deartha ag an scoil, a léiríonn don fhoireann an dul chun cinn sa teanga tríd an scoil. Tá an clár seo á chur i bhfeidhm go céimniúil. Chomh maith leis sin, tá réimse leathan straitéisí in úsáid chun an Ghaeilge a chur chun cinn mar theanga laethúil: i measc na straitéisí tá '<i>Gaeilgeoir na Seachtaine</i>', campaí samhraidh, úsáid 'giotaí Gaeilge' le linn fógraí agus tionól, agus ceachtanna Gaeilge á gcur ar fáil do thuismitheoirí.</p> <p>Led by the Irish committee, of which the principal is a member, considerable progress is evident in the teaching of Irish. The school has devised a specific language programme that outlines for the staff the expected progression in the learning of the language through the school. This programme is being implemented in a phased manner. In addition, a broad range of strategies to promote the everyday use of the language is being employed. These include '<i>Gaeilgeoir na Seachtaine</i>', summer camps, the use of Irish phrases during announcements and assemblies, and the provision of Irish classes for parents.</p>			
Summary of findings					
<p>The school is commended on engaging with both of the recommendations in a constructive, creative and pro-active manner. The engagement of all teachers in whole-school approaches is enabling pupils to revise, consolidate and retain their previous learning. In Irish, teachers have reported that their school language programme is facilitating continuity and progression in their pupils' learning. The implementation of a range of innovative approaches is also promoting the pupils' communicative use of Irish.</p>					
Recommendations					
No further recommendations arise in relation to the recommendations in the original report.					

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.