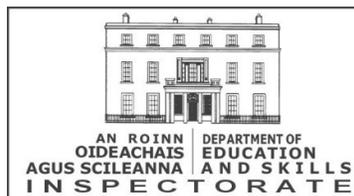


**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**  
**REPORT**  
**St. Ciarán's NS**  
**Hartstown, Clonsilla, Dublin 15**  
**Uimhir rolla: 19644C**

**Date of inspection: 28 March 2014**



<b>Date of publication of original report</b>	<b>10 May 2012</b>	<b>Type of original report</b>	<i>WSE</i>	<b>Date of FT inspection</b>	<b>28 March 2014</b>
<b>Follow-through inspection activities</b>					
<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>					
<b>Recommendation in original inspection report</b>		<b>Progress achieved to date on implementation of recommendation</b>			
<p>The teachers should place greater emphasis on differentiating learning programmes to ensure that more able pupils are sufficiently challenged, and that those less able are supported in their learning.</p>		<p><b>Very Good Progress</b></p> <p>A review of approaches to the teaching of reading was undertaken in the school. An extensive supply of suitably graded differentiated resources has been acquired for the teaching of literacy and for aspects of numeracy. Flexible and carefully planned group work, combined with targeted in-class support, is undertaken enthusiastically across all levels within the school. A strong feature of this work is the use of appropriate assessment strategies and the careful documentation of individual pupil's progress. Improved learning outcomes, particularly in reading attainment, are evident for a wider range of learners.</p>			
<p>Two teachers should be redeployed to mainstream classes to ensure compliance with staffing arrangements for primary schools.</p>		<p><b>No Progress</b></p> <p>Actions taken by the board following the WSE have not resulted in the deployment of the two teachers to mainstream classes, and as a result the school is still not in compliance with successive Department Circulars on staffing and larger class sizes continue to exist in the school.</p>			
<p>The teaching programme should be more closely focused on achieving the learning outcomes outlined in the curriculum.</p>		<p><b>Good Progress</b></p> <p>The setting out and trialling of an agreed short-term planning template for classroom teachers is a noteworthy development in this regard. Teachers are advised to ensure that the selection of learning activities for some curricular areas should be more closely aligned with the specific learning outcomes from the curriculum.</p>			
<p>Whole-school curriculum planning and individual classroom planning should be contextualised to provide clearer guidance for programme delivery.</p>		<p><b>Good Progress</b></p> <p>A collaborative approach to teachers' long-term planning remains in place, and it is noted that the adjustment and implementation of these plans is appropriately guided by the classroom context and the needs of the pupils. Agreed and systematic whole-school approaches to the teaching of reading and writing skills, and to aspects of oral language and numeracy work are evident. The school is advised to continue to prioritise areas for development, and to incrementally identify whole-school approaches for programme delivery across all areas of the curriculum.</p>			

## Summary of findings

- Significant actions have been taken by the school in the selection of priorities for development and in the development and delivery of a range of differentiated teaching approaches.
- The effective analysis and use of a wider range of assessment data for programme planning and implementation is commended.
- Effective actions have been taken by members of the in-school management team and teachers with regard to the development of context-based whole-school and individual classroom planning approaches.
- The tracking of individual pupil's progress in reading is a significant aspect of the school's work.
- A very strong spirit of collaboration and openness to change and development is a tangible and highly commendable factor underpinning the substantial progress being made by the school in addressing most of the recommendations in the WSE report.

## Recommendations

- Two teachers should be redeployed to mainstream classes to ensure compliance with staffing arrangements for primary schools.
- The school is advised to continue to identify priority areas for development, and to incrementally develop whole-school approaches for programme delivery.
- The teachers are advised to ensure that the selection of learning activities for all curriculum areas are closely aligned with the specific learning outcomes from the curriculum

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 accepts the findings and recommendations of the report and is pleased to hear that the school has made good progress in the implementation of most of them.

The Board will continue the process of implementing the W.S.E. and follow-through inspection recommendations.

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

- The Guided Reading Programme already implemented in Senior Classes has been extended to all class levels.
- A plan has been drawn up for the teaching of one theme in Gaeilge, focussing on progression from Junior Infants – 6<sup>th</sup> class. This plan is currently being trialled.
- A draft 3 year Numeracy Plan had been drawn up as part of SSE. Mathematical Language and Problem Solving are the main priorities highlighted.
- In Science, the school is currently working on a plan to devise specific open-ended investigations aligned to the curriculum at each class level.