

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Bishop Shanahan National School,
Orwell,
Templeogue,
Dublin
Uimhir rolla: 19658N

Date of inspection: 8 December 2014



Date of publication/issue of original report	June, 2011	Type of original report	<i>WSE (Modified English, Irish, Maths and Visual Arts)</i>	Date of FT inspection	08/12/14
Follow-through inspection activities					
<i>The following activities took place in the course of the follow-through inspection:</i>					
<p>Meeting with principal and/or senior management team Observation of teaching and learning Interaction with pupils/students Review of school documentation and records and pupils'/students' work</p>					
Recommendation in original inspection report			Progress achieved to date on implementation of recommendation		
<p>It is recommended that teachers provide a greater degree of planned differentiation in Mathematics to cater fully for the varying ability levels of pupils. The information gathered by teachers during assessment should be used to inform this process.</p>			<p>Very good progress has been made in relation to this recommendation. Following the Whole School Evaluation the staff carried out a comprehensive review of Mathematics teaching and learning in the school. Approaches to differentiation and assessment were also reviewed. As a result of the review, a number of actions and approaches have been agreed and are being implemented. Standardised test results are analysed annually to ascertain levels of pupil achievement and to identify possible areas of weakness. Teachers have adopted agreed approaches to assessment including, recording of teacher observations, regular checkups at key stages during the year and teacher-designed weekly tests. Pupils also engage in self-assessment. Teachers use the assessment data gathered to check for understanding of concepts and to form ability groups for maths. Pupils are taught in ability groups for some topics in Mathematics and in mixed ability for others. To support differentiated learning a well-developed and carefully planned model of in-class support has been put in place. In their written planning class teachers make good provision for differentiated learning activities including differentiated worksheets and tasks, early finisher activities and use of higher and lower order questioning.</p>		
<p>The quality of teachers' individual planning varies. In the best instances short-term plans include specific learning objectives and make provision for differentiation. It is recommended that this practice be extended to all teachers' planning.</p>			<p>Very good progress has been made in relation to this recommendation. To ensure consistency in planning, teachers of the different class groupings hold regular planning meetings. All teachers now complete an agreed planning template and adopt an objectives-based approach to their planning. In their written planning class teachers make good provision for differentiated learning activities including differentiated worksheets and tasks, early finisher activities and use of higher-and lower-order questioning. Class teachers and support teachers hold frequent planning meetings to plan the differentiated programmes of work in Mathematics for groups and individuals. An agreed template for recording of monthly progress has been agreed and these are stored electronically.</p>		

<p>Teachers are making very good efforts to incorporate mental maths into all lessons. To maximise the impact of this intervention the approaches to mental maths in use in some classes should be reviewed.</p>	<p>Very good progress has been made in relation to this recommendation. Following the whole school evaluation and the subsequent review of teaching and learning in Mathematics very good arrangements have been put in place for the teaching of mental maths. All teachers allocate at least 10 minutes to the practice of mental maths each day. Teachers of each stream plan an agreed mental maths content each month. A monthly list of mental maths activities is drawn up and added to each subsequent month. This list is printed on coloured paper and for one week each month this list is the focus of pupils' homework. A format for mental maths activities in classes has been agreed. The format includes whole class activity, group discussion and teacher-guided small ability-based group sessions. Some mental maths is conducted in mixed ability groups. Analysis of standardised test results in Mathematics show that achievement levels in Mathematics have improved significantly since 2011.</p>
<p>Summary of findings</p>	
<p>The principal and school staff were commended for their efforts in addressing the recommendations contained in the whole-school evaluation report. Very good progress has been made in relation to all areas. The professionalism of the teaching staff and the strong culture of collegiality and team work that exists in the school is praised.</p>	
<p>Recommendations</p>	
<p>The school should continue to implement its school improvement plans (SIPs) for literacy and numeracy. The school is very well placed to secure ongoing school improvement.</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.