

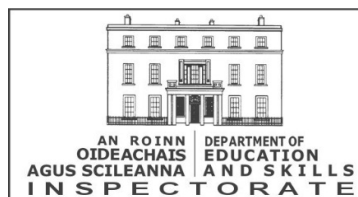
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**St. Ronan's National School
Deansrath, Clondalkin, Dublin 22
Roll Number: 19707A**

Date of inspection: 12 June 2014



Date of publication/issue of original report	1 October 2012	Type of original report	WSE	Date of FT inspection	12 June 2014
Follow-through inspection activities					
<p>Meeting with principal and senior staff members 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>The explicit teaching and development of specific reading skills during English lessons and across curricular areas is recommended.</p>		<p>Very good progress. The school has set out clear, relevant targets and actions in its planning. Good coordination is evident in supporting literacy. An extensive range of interventions, resources and programmes are used effectively to develop the pupils' skills. Reading material is well chosen to match the pupils' abilities and needs. Key skills have been identified and are taught throughout the school in a systematic and timetabled manner. Intensive support is provided to targeted pupils through Reading Recovery, Power Hour and the Accelerated Reading programme.</p>			
<p>In Mathematics, teachers should place more emphasis on developing the pupils' reasoning skills and on enabling them to solve everyday problems across all strands.</p>		<p>Good progress. Good engagement with school self-evaluation activities including evidence gathering, analysis and target setting. A range of maths-based activities and resources is used to promote problem-solving. Good emphasis is placed on teaching the language of Mathematics. There is good early-intervention support (Maths Blast) and Maths Recovery. Overall there is scope for greater promotion of Mathematics in the school environment and a need to agree a whole-school approach to solving problems. More tailored planning, particularly in the senior classes, to meet the class groupings' needs and abilities is advised. The school should seek to optimise the use of class-level planning opportunities to ensure consistency in all aspects of Mathematics teaching and assessment.</p>			
<p>The teachers should extend the approaches to assessment and ensure that the outcomes of assessment closely inform their intended learning objectives.</p>		<p>Good progress. There is greater emphasis on using Assessment for Learning strategies. The pupils' work is carefully corrected. A range of approaches are in use across the school. Some excellent assessment approaches and records are in use in some classrooms and in support-based interventions. This expertise should be shared in order to disseminate best practice. There is scope for greater consistency in core assessment practices and the maintenance of assessment records. Teachers' individual planning has scope to reflect more fully the outcomes of ongoing assessment.</p>			
Summary of findings					
<p>The school has engaged very well with the recommendations of the whole school evaluation overall. Very clear and practical targets, actions and interventions have been planned and implemented and are clearly recorded in the School Plan and in the school's strategic planning under DEIS and school self-evaluation (SSE). Good coordination is in place to address priority areas. Very good progress is evident in the development of consistent approaches to teaching reading skills. There is good progress underway in aspects of Mathematics and assessment.</p>					
Recommendations					
<ol style="list-style-type: none"> 1. In the teaching of Mathematics, the use of an agreed approach to problem-solving in all classes and the promotion of a mathematics-rich environment are advised. 2. The school is advised to explore the use of a core set of assessment approaches and records of progress in their priority areas. 3. Teachers' classroom planning in Mathematics should be tailored to the specific needs and abilities of pupils, particularly where pupils are grouped for instruction. 					

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.