

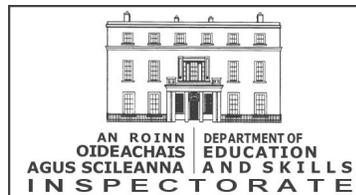
**An Roinn Oideachais agus Scileanna**

**Department of Education and Skills**

**Follow-Through Inspection  
REPORT**

**St Etchen's National School,  
Kinnegad, Co. Westmeath  
Uimhir rolla: 19848S**

**Date of inspection: 5 February 2016**



<b>Date of original inspection</b>	<b>12 February 2014</b>	<b>Type of original report</b>	<b>WSE</b>	<b>Date of FT inspection</b>	<b>5 February 2016</b>
<b>Report published</b>	<b>Yes</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 deputy principal  Observation of teaching and learning  Interaction with pupils  Review of school documentation</p>					
<b>Recommendation in original inspection report</b>		<b>Progress achieved to date on implementation of recommendation</b>			
<p>It is recommended that a whole-school policy for assessment be devised to emphasise the linkage between assessment, differentiation and classroom planning.</p>		<p><b>Very good progress</b></p> <p>A whole-school assessment policy has been devised. The policy sets out the range of formative and summative assessment approaches to be used across the school in all settings. The implementation of this policy ensures that assessment data is recorded at classroom level and that pupils' progress is also tracked longitudinally at whole-school level for the duration of their time in school. The in-depth analysis of a range of assessment data underpins the selection of cohorts of pupils for the delivery of differentiated, targeted and time-bound initiatives in literacy and numeracy. Appropriately differentiated planning at classroom level is integral to the success of this approach. The analysis of assessment data enables teachers to measure the success of targeted teaching, and to determine what the next steps in teaching and learning should be. The school has acquired suitable and differentiated literacy and numeracy resources for various class levels. Teachers' planning sets out the purpose and rationale for the use of these materials. Nevertheless, the use of a wider range of resources, and more explicit teacher input in particular contexts is advised. Arising from its success in addressing this recommendation, the school should continue to ensure that these approaches are consistently extended and embedded.</p>			
<p>It is recommended that teachers ensure that long-term plans are linked to the principles of the <i>Primary School Curriculum</i> (1999) and that the plans outline a detailed scheme of work suited to the needs of the pupils</p>		<p><b>Good progress</b></p> <p>A consistent approach to the overall structure of teachers' long-term planning has been agreed in the school. This long-term planning, which is grounded in the principles and structures of the <i>Primary School Curriculum</i> (1999), focuses on a practical overview of the decisions taken about teaching and learning over a specified time period. To enhance this approach, teachers should take the context of each class into account when devising their long-term planning.</p>			
<b>Summary of findings</b>					
<ul style="list-style-type: none"> <li>While the in-depth analysis of a range of assessment data underpins the selection of cohorts of pupils for the delivery of differentiated, targeted and time-bound initiatives at classroom level, the school should continue to ensure that these approaches are consistently extended and embedded.</li> <li>Although a consistent approach to the overall structure of teachers' long-term planning has been agreed, teachers should take the context of each class into account when devising their long-term planning.</li> </ul>					
<b>Recommendations</b>					

- The school should continue to extend and embed its assessment practices consistently.
- Teachers should take the context of each class into account when devising their long-term planning. The analysis and use of assessment data is recommended in this regard.

The board accepts the report as the final inspection report available for publication and wished to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the published report. The board's response is submitted below.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

### **Area 1 Observations on the content of the inspection report**

The Board welcomes the report and is pleased with the affirmation of good practice detailed within, as well as the praise for the ongoing developments being phased in.

The Board wishes to acknowledge the continued and ongoing efforts of all the dedicated staff who have worked so diligently to develop, plan for, and implement the recommendations given to us through the WSE process undertaken in February 2014.

### **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 school will continue to develop its assessment practices, ensuring that all information garnered through this process is disseminated to the relevant teachers to inform teaching and learning.

Our practices regarding long-term planning have been amended to place greater emphasis on the context of every class when devising yearly plans. The analysis and use of assessment data gathered for that class will form the cornerstone of judgements made in this regard.

These amendments will be embedded in school protocols, and will be evident in school practices going forward.