

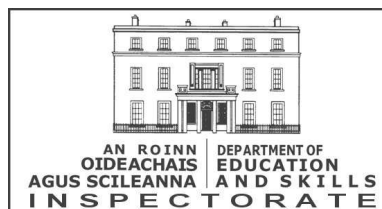
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**Scoil Treasa Naofa,
Donore Ave, Dublin 8
Uimhir rolla: 19933J**

Date of inspection: 28 January 2015



Date of original inspection¹	18 February 2013	Type of original report	WSE- Modified	Date of FT inspection	28 January 2015
Report published	Yes				
Follow-through inspection activities					
<p><i>The following activities took place in the course of the follow-through inspection (please amend as appropriate)</i></p> <p>Meeting with acting principal Meeting with members of the in-school management team Meeting with relevant teachers/members of staff 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>That all targets in the DEIS plan are focused on the pupils' learning needs and clearly inform both the teaching in the classrooms and how monitoring will take place.</p>		<p>Good progress</p> <p>The numeracy element of the DEIS action plan is improved. The acting principal and some staff members have spent significant time drawing up a plan for improving numeracy standards in the school. This numeracy plan is focused, is based on the learning needs of pupils (evidence) and lays out specific actions for the individual teachers to take in order to improve achievement levels in mathematics. The other elements of the DEIS action plan, in particular the targets for improving literacy in the school, are still too general in nature. The revised numeracy plan provides a good template for preparing the overall DEIS plan.</p>			
<p>The management of the school and in particular the principal should further develop curriculum leadership among the staff to support the coherent and consistent implementation and monitoring of programmes of learning.</p>		<p>Partial progress</p> <p>The development of curriculum leadership and the delegation of curricular responsibility to both individual members of staff and to small collaborative teams is a priority for school management. Due to some temporary changes in staff in the last two years some initial work has only been possible in this area. However, plans are in place to establish this type of practice as a regular feature of school life. The mathematics team that has been established (under the leadership of a post-holder) has taken the first steps towards driving school improvement at a whole-school level. The appointment of a literacy co-ordinator to further improvements in aspects of literacy are in train for the next school year.</p>			
<p>A wider range of assessment information should be used to inform objectives for learning, approaches to differentiation, and the use of support materials in the teaching</p>		<p>Good progress</p> <p>A wide range of formal assessments is in use in the school. A timetable has been drawn up and a cycle of formalised testing is in place. Each class teacher uses a combination of standardised, teacher-designed tests and teacher observation to determine the progress being made by pupils. It was evident that this information is being used to inform the teaching, the use of differentiated approaches and support materials. It is also commendable that the school has introduced some baseline testing at the beginning of particular initiatives.</p>			
<p>It is recommended that the school continue to explore creative ways of engaging parents in their children's education.</p>		<p>Partial progress</p> <p>Supporting parental involvement in their children's learning is an ongoing priority for the school. Continued efforts are being made to re-establish a Parents' Association and a programme of activities to encourage more parental involvement is in place. Some events have been organised that engaged parents very effectively and significant time is given by the HSCL to supporting individual families.</p>			

Summary of findings

The management and staff of the school work extremely hard and are very focused on school improvement. A number of initiatives are in place that are focused on improving learning outcomes for the pupils. These include a specific literacy programme that is currently in operation in all classes, the use of *Ready Set Go Maths* in the junior classes and a team-teaching approach to the teaching of mathematics in some settings.

The management of these initiatives, the monitoring of progress, ensuring consistency at all levels and the overall change management process itself are all very challenging for the leadership in the school. Learning needs are very varied, a significant number of pupils have English as a second language and actions need to be prioritised. The commitment to improvement and to the care and well-being of the pupils is very evident among the staff. A lot of discussion and reflection has taken place and a number of steps have been taken since the WSE to address the recommendations in the report. The DEIS plan is somewhat more focused, curriculum leadership has been initiated, a range of both formal and informal assessments are in use and the HSCL teacher continues to work with parents to support them in helping their children. Group/station teaching is a regular feature in classrooms and much of the teaching and learning is differentiated according to need.

During the course of the Follow-Through inspection it came to light that a very wide range of co-curricular activities are in place for the pupils in the school. While these are all very laudable, the amount of contact time for pupils with class teachers is reduced. There is a need for the principal and board to ensure that the implementation of agreed actions to achieve learning targets is supported by the required pupil-teacher class contact time and ongoing systematic oversight and review of how the work in classrooms is progressing.

Recommendations

1. It is recommended that any actions put in place to bring about improvements are based on identified targets, are implemented consistently, are given time to be effective and are closely monitored.
2. It is recommended that a review take place of the school timetable with a view to maximising the number of contact hours children have with class teachers.
3. It is recommended that the school engage the Primary Curriculum Support Service, to support the principal and staff, as they work towards further school improvement.
4. It is recommended that along with the whole-school review of pupil achievement, an analysis of progress (using assessment for learning as well as standardised tests) at each class level be undertaken to help the school determine what interventions, methodologies etc. are making a difference, where particular learning challenges lie (are some class levels more challenging than others) and to ensure incremental learning for the pupils.
5. It is essential that the school prepare one three-year action plan that encompasses the principles of DEIS and School Self-Evaluation – there is no need for duplication and one document should provide very clear guidance for each teacher.
6. It is recommended that more play-based methodologies be introduced in the infant and junior classes.
7. Continued efforts should be made to support parents in assisting their children in their learning.

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.