

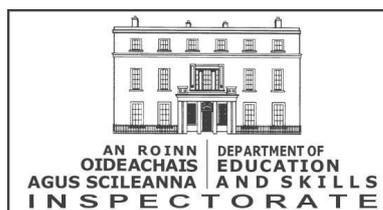
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**St John's National School
Church Road
Ballybrack
Co. Dublin
Uimhir rolla: 19960M**

Date of inspection: 09/10/2015



Date of original inspection¹	03/12/2012	Type of original report	WSE / Modified	Date of FT inspection	09/10/2015
Report published	Yes				
Follow-through inspection activities					
<p><i>The following activities took place in the course of the follow-through inspection</i></p> <p>Meeting with principal and/or senior management team Meeting with members of the in-school management team or subject coordinator Observation of teaching and learning Interaction with pupils/students Review of school documentation and records and pupils'/students' work Review of resources and facilities</p>					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
<p>To optimize the impact of whole-school initiatives on pupils' learning, it is recommended that structures be put in place to ensure the incremental implementation and systematic monitoring of agreed approaches. This should include analysis and use of assessment information at class and individual levels.</p>		<p>Good progress</p> <p>There has been some very good analysis and use of assessment information at class and individual levels for both literacy and numeracy. As part of the school's First Steps Writing programme a very thorough assessment of pupils' writing was carried out. All pupils' writing was analysed using the indicators for writing development continuum. The valuable information gathered through this process was then used to guide teachers' classroom planning and practice. In Mathematics standardised test results were analysed and a sample of 6 pupils from each class was taken to analyse further their mathematical thinking and attitudes to Mathematics. In-school management has begun work on implementing strategies for improving problem solving. It is planned that teachers will be given more opportunities to familiarise themselves with the Maths Recovery strategies and other problem-solving approaches at future staff meetings. Further collaboration and consultation between the school principal and deputy principal, and with other staff members is required in order to ensure that there is a coherent and systematic whole-school approach to the implementation of the agreed strategies and approaches. More regular formal meetings of the in-school management team should be held where decisions and actions to be carried out within agreed time frames should be recorded. Follow-up actions should be undertaken consistently.</p>			
<p>The principal and in-school management team should further develop their curriculum leadership roles in order to improve teaching and learning and to foster reflective and self-evaluative practices on a whole-school basis.</p>		<p>Partial progress</p> <p>Since the whole-school evaluation there has been a high level of change-over of teaching staff and the current in-school management team comprises the principal and deputy principal. While some agreed strategies and approaches have been put in place by in-school management such as First Steps Reading and Writing, Power hour, in-class support for maths, the principal acknowledges that it has been difficult to develop and disseminate agreed strategies and approaches to all staff and there has been limited opportunities for staff to share good practice and the expertise gained by members of staff at Maths Recovery and other training sessions. Structures should be put in place that will facilitate the sharing of the good practice and expertise.</p>			
<p>To maximize pupils' involvement and engagement in learning, teachers should provide a broader range of learning experiences for pupils including a focus on collaborative group work, skills development and discovery learning.</p>		<p>Good progress</p> <p>Following the whole school evaluation the principal and staff discussed ways in which they could broaden the pupils' learning experiences. It was agreed that school assemblies led by the principal would be used as a vehicle by which pupils' work in a variety of curriculum areas could be celebrated and shared with the school community. During observation of</p>			

¹ Date on cover of original inspection report

a school assembly on the day of the evaluation pupils spoke enthusiastically about a wide range of interesting learning activities they had undertaken in school that week. It was also agreed that as a staff they would create more opportunities for pupils to visit places of historical interest and exploit the local area more in terms of covering local history. An after-school's Science club and Arts club was established and worked very well for a time. The principal reports that some of the ideas for activity-based learning used in the after-school's club filtered through to teachers' practice in the classrooms. It was evident from classroom observation and review of teachers' planning that pupils are afforded opportunities to engage in collaborative group and pair work. A number of teachers are using the strategies contained in First Steps Reading and Writing, Reading Recovery and Maths Recovery.

Summary of findings

The school has made good progress regarding two of the recommendations and partial progress on the other.

Recommendations

In order to ensure that there is a coherent and systematic whole-school approach to the implementation of the agreed strategies and approaches, further collaboration and consultation between the school principal and deputy principal, and with other staff members is required. More regular formal meetings of the in-school management team where decisions and actions to be carried out within agreed time frames should be recorded. Follow-up actions should be undertaken consistently. It is also recommended that the school put structures in place to facilitate the sharing of good practice and expertise gained at various training sessions.

The board of management of the school 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

Part A Observations on the content of the inspection report

The Board of Management of St. John's welcomes the report of the Inspectorate after the follow-through inspection conducted on the 9th October 2015. The Board acknowledges the recommendations and observations in the Follow-Up Report dated 12th January 2016.

In-school management, the Board of Management and teaching staff are committed to implementing the recommendations of the report and have already commenced the various processes involved. In particular the school is endeavouring to make measured progress in relation to Maths. This is in tune with the school's Self Evaluation.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

In order that the recommendations of the Follow-Up Report are implemented, the school principal and deputy principal will endeavour to work more closely together, both now and in the future. This will include more regular formal meetings, on a weekly basis, between the principal and the deputy principal, where consultation leads to recorded decisions and actions to be carried out within agreed time frames. Follow-up actions will also be undertaken to ensure frequent liaison between In-School Management (currently principal and deputy principal) and all members of the teaching staff. In light of the recommendations, the Cuntas Míosúil (teachers' monthly reports, submitted within two weeks of the end of each month) will be one of the linchpins in following up and assessing whether agreed strategies and approaches are being implemented by each teacher.

To facilitate the sharing of good practice and expertise throughout the school, Croke Park Hours i.e. after-school staff meetings will be used to pass on knowledge and techniques gained by those who have attended various training sessions. This formal passing on of knowledge, by the principal, deputy principal and teachers, should ensure cohesion in the implementation of good practice throughout the school, thereby capitalising on information gained at training sessions conducted by the Department of Education and Skills and other organisations.

The recommendations, when implemented, should lead to a better esprit de corps, which will facilitate greater enjoyment of teaching and learning. This in turn should maximise the academic progress of each child in the school.