

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**  
**REPORT**

**North Dublin Muslim National School**  
**Cabra, Dublin 7**

**Roll number: 20152L**

**Date of inspection: 22 September 2014**



<b>Date of publication/issue of original report</b>	May 2013	<b>Type of original report</b>	WSE	<b>Date of FT inspection</b>	22 <sup>nd</sup> September 2014
<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          Observation of teaching and learning          Interaction with pupils          Meeting with Learning Support Co-Ordinator          Review of school documentation and records and pupils' work          Communication with Co-Managers</p>					
<b>Recommendation in original inspection report</b>			<b>Progress achieved to date on implementation of recommendation</b>		
<p>To support the functioning of the in-school management team, meetings of the full team should be scheduled to facilitate collective decision-making.</p>			<p><b>Very good progress.</b>          It was evident from discussion with the principal that regular meetings of the in-school management team are taking place. The minutes of these meetings reveal a consistent, collaborative and targeted approach towards ongoing in-school management issues. The minutes are signed by each member of the in-school management team.</p>		
<p>While school policy promotes a common template for teachers' long and short-term planning and monthly progress records, the required level of detail also needs to be discussed, agreed and adopted for use by all teachers.</p>			<p><b>Very good progress.</b>          There is an agreed level of detail in each of the three required planning documents. The agreed level of detail in the monthly progress records greatly facilitates the monitoring of teaching and learning across the range of curricular subjects and will allow for the efficient tracking of pupils' progress through the school.</p>		
<p>There is an over-reliance on ability grouping for the teaching of English and Mathematics which limits pupils' opportunity to engage with the full range of learning experiences of the curriculum in both these subject areas. A more balanced approach to grouping is required. In particular, there is scope for development in respect of teaching and learning in English. A more systematic approach to the development of key literacy skills is necessary.</p>			<p><b>Good progress.</b>          Good progress has been made in relation to the balance between whole-class and group teaching. Effective co-teaching in Mathematics makes use of both ability and mixed-ability grouping. The grouping of pupils for mathematics should ensure that all pupils, including groups focussing on numeracy procedures, have ample opportunities to develop mathematical skills and to talk about their learning.          While appropriate and praiseworthy emphasis has been placed on pupils' oral language development, careful whole-staff consideration should now be given to effecting better quality learning outcomes. This should include teachers identifying the desired vocabulary and language structures they wish the pupils to use and an agreed methodology. This agreed methodology should include an emphasis on teacher modelling throughout the lesson, teacher re-voicing of pupils' responses, the teacher making explicit connections between pupil responses and encouraging pupils to do the same and frequent pair and small-group work throughout the lesson.</p>		

<p>There is a need to review provision for learning support particularly in terms of the criteria for determining support, the procedures for recording where pupils are placed on the continuum of support and the criteria for discontinuing support.</p>	<p><b>Very good progress.</b> The provision of learning support has been comprehensively and collaboratively reviewed. A range of good ongoing summative and formative assessment data informs the selection of pupils for targeted support. In line with good practice, pupils are reassessed regularly during the school year with a view to adjusting the level of extra support required.</p>
<p>While the co-managers and the principal have had many successes in improving school facilities and the standards of teaching and learning within the school, examples of poor teaching remain. This report strongly urges the co-managers to continue to address this issue in order to ensure that all pupils receive a good-quality education.</p>	<p><b>Very good progress.</b> Management strive to judiciously deploy the teaching personnel available to the school. Cognisance is taken of capacity levels in allocating teaching duties and care is taken to monitor the performance of these duties. A professional collaborative review process was introduced into the school during the 2013-14 school year and will continue into the current school year (2014-15).</p>
<b>Summary of findings</b>	
<p>Formal in-school management meetings are now taking place regularly during the school year. Agreed common templates are utilised throughout the school with agreement on level of detail contained. There is an appropriate balance between whole-class and group teaching. A detailed comprehensive SEN policy, commensurate with the staged approach (NEPS), underpins effective provision of targeted learning support. Careful consideration is given to the allocation and monitoring of teaching duties.</p>	
<b>Recommendations</b>	
<p>In relation to the very good work done on oral language development, the school should now focus on advancing levels of achievement in terms of pupils' language output. The very good practice in relation to the agreed monthly report template should be used to monitor the effectiveness of oral language teaching. The grouping of pupils for mathematics should ensure that all pupils, including groups focussing on numeracy procedures, have ample opportunities to develop mathematical skills and to talk about their learning. There is a need to continue to monitor the performance of teaching duties in the interest of systematic and continuous improvement in standards of teaching and learning in the school.</p>	

The board of management 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**

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

The management welcomes the affirmations in the report and the acknowledgement of the continued improvements in the school since the 2012 WSE.

**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 has started to examine and evaluate the teaching and learning in mathematics as part of the School Self-Evaluation process for 2014-2015. As part of the School Improvement Plan we will look to develop more opportunities for pupils to discuss their learning and share ideas with their classmates during maths lessons.

The school intends to review our current Oral Language Board programme. It is envisaged that the revised programme will place a greater emphasis on the development of oral language skills and pupil's language output.

The focused monitoring of teaching and learning, particularly in areas where gaps have been identified will continue. In addition, the school will continue to operate a Professional Collaborative Review process to provide teachers with an opportunity to (a) share their teaching skills and talents and (b) continue to develop teaching strategies and ideas.