

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Rush and Lusk ETNS,
Lusk, Co. Dublin
Uimhir rolla: 20176C

Date of inspection: 27 May 2014



Date of publication/issue of original report	March 2013	Type of original report	<i>WSE</i>	Date of FT inspection	27 May 2014
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 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>Moltar níos mó leanúnachais a chothú sa Ghaeilge labhartha agus scríofa ó rang leibhéal go rang leibhéal ar bhonn laethúil. <i>It is recommended that greater continuity is fostered in the daily use of spoken and written Irish from class level to class level</i></p>		<p>Good progress</p> <p>Bhí struchtúr cinnte ag gabháil leis na ceachtanna a bhreathnaíodh agus is léir go bhfuil forbairt á dhéanamh ar chumas na ndaltaí sa Ghaeilge ó rang leibhéal go rang leibhéal. Tóisc go raibh éagsúlacht le feiceáil i roinnt ranganna maidir le cumas na ndaltaí abairtí a chumadh as a stuaim féin, is gá don scoil béim faoi leith a chur ar an gcleachtas seo i ngach rang. Is gá don scoil freisin díriú isteach ar chumas na ndaltaí abairtí a struchturú le cruinneas san ardrang, go háirithe sa scríbhneoireacht. <i>A clear structure pertained to all the lessons that were observed and it is clear that work is being done to develop pupils' ability in Irish from class level to class level. Because there was, in some classes, a variation evident in pupils' ability to compose their own sentences in Irish, the school needs to place a particular emphasis on this in every class. The school also needs to focus on pupils' ability in the senior class to structure sentences accurately, particularly in terms of writing.</i></p>			
<p>Some teachers' short-term planning in Mathematics should provide greater detail with regard to how the range of pupil ability levels will be addressed. This is particularly necessary with regard to the learning objectives and anticipated learning outcomes for more able pupils.</p>		<p>Partial progress</p> <p>While there is certainly an awareness of more able pupils in classrooms and some acknowledgement of this in short-term planning, the lessons observed did not provide sufficient scope for more able pupils. Better provision for more able pupils is still a requirement and this needs to stem from the identification of specific learning objectives for these pupils in teachers' short-term planning.</p>			
Summary of findings					
<p>The school has made some progress with regard to the recommendations emerging from the whole-school evaluation carried out in the school over a year ago. The school was receptive to the feedback given on this occasion and has a very good capacity to implement the recommendations emerging from this follow-through inspection.</p>					
Recommendations					
<ul style="list-style-type: none"> Tóisc go raibh éagsúlacht le feiceáil i roinnt ranganna maidir le cumas na ndaltaí abairtí a chumadh as a stuaim féin, is gá don scoil béim faoi leith a chur ar an gcleachtas seo i ngach rang. Is gá don scoil freisin díriú isteach ar chumas na ndaltaí abairtí a struchturú le cruinneas san ardrang, go háirithe sa scríbhneoireacht. <i>Because there was, in some classes, a variation evident in pupils' ability to compose their own sentences in Irish, the school needs to place a particular emphasis on this in every class. The school also needs to focus on pupils' ability in the senior class to structure sentences accurately, particularly in terms of writing.</i> Better provision in Mathematics for more able pupils is still a requirement. This needs to stem from the identification of specific learning objectives for these pupils in teachers' short-term planning. 					

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.