

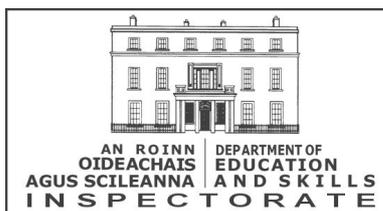
An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

ABACAS Kilbarrack
Greendale Road
Dublin 5

Roll number: 20375I

Date of inspection: 14 May 2015



Date of original inspection¹	5 June 2014	Type of original report	Whole School Evaluation Management, Leadership and Learning	Date of FT inspection	14 May 2015
Report published	Yes October 2014				
Follow-through inspection activities					
<i>The following activities took place in the course of the follow-through inspection</i>					
Meeting with principal Observation of teaching and learning Interaction with pupils Review of school documentation and records and pupils' work Review of resources and facilities					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
The school is recommended to continue to develop the curriculum by considering the introduction of the new Junior Cycle Level 2 Learning Programmes and extending pupil experiences of the Social, Environmental and Scientific Education (SESE) and Arts Education curriculums.		<p>Good progress</p> <p>There is very satisfactory evidence that the pupils' learning in both Social, Environmental and Scientific Education (SESE) and Arts Education has been developed significantly. The pupils' work is displayed very well in classrooms and along the corridors. There is excellent photographic and video evidence of the pupils engaging in appropriate learning activities in SESE and in Arts Education within the school environment and in the wider community. The themes of the <i>Aistear framework</i> direct the learning activities in the early years' setting providing pupils with opportunities for learning through play and meaningful hands-on experiences. Lessons observed indicate that pupils are benefiting significantly from wider curriculum experiences. Comprehensive records of the pupils' learning are maintained in all classrooms.</p> <p>Teachers are working towards the introduction of the new Junior Cycle Level 2 Learning Programmes. Plans are in place for the continuous professional development (CPD) of teachers in the next school year. The development of a kitchen, an area to support pupils' independent living skills and a sensory garden, currently underway, are important elements in this preparation.</p>			
Teachers are advised to consider increasing the use of group-based activities.		<p>Good progress</p> <p>Teachers are commended for the development of group-based learning activities in all classrooms. Teachers reported that the progress of pupils in terms of learning with and from each other in group-based activities has been very significant. In lessons observed, well-organised group activities had very good learning outcomes for the pupils. Very high levels of teacher-preparation was in evidence in terms of the range and extent of resources and materials used. Effective practices noted during this inspection visit should be shared among colleagues through the use of video clips to support peer learning and the continued development of pedagogical practices in the school.</p>			
The board should explore ways of establishing better communications with parents and to support the re-establishment of the parents' association.		<p>Very good progress</p> <p>A parents' association has been re-established and training for the new association has been provided by the National Parents' Council. An informative <i>ABACAS newsletter</i> is sent home outlining the learning activities that the children have been engaged in during each instructional term. An informative website also provides parents with an up-to date source of information about school activities.</p>			

	<p>Daily communication with parents is facilitated through the use of home-school communication journals. Meetings with parents to facilitate the drawing up and review of targets in individual education plans (IEPs) are held twice per year. This affords parents time to discuss their children's progress and priority learning needs. Commendably, the school is seeking feedback currently from parents as part of school self-evaluation practices in terms of developing learning in numeracy.</p> <p>Excellent practice introduced since the WSE-MLL in 2014 involves teachers sending home digital images and videos of the pupils engaged in learning activities on a monthly basis. This allows parents to see the skills that the pupils are acquiring and the learning that is taking place on a very regular basis. In addition to this, teachers provide written progress reports on learning for individual pupils to parents on a monthly or a termly basis. This is highly commendable practice.</p>
<p>The board should continue to develop a range of policies to guide the organisation of the school, and add a development section to the school plan.</p>	<p>Very good progress</p> <p>The principal, on behalf of the board, has attended training delivered by the National Association of Boards of Management in Special Education which has supported organisational and developmental planning. The board has been very active in policy review. Recent policies updated and adopted include: Attendance, Enrolment, Code of Behaviour, CPD for Staff, Career Break and Job Share, and Relationships and Sexuality Education (RSE). A draft policy has been drawn up to support the introduction of a wider curriculum. This includes policy statements on SESE, Visual Arts, Music and Drama.</p>
<p>Summary of findings</p>	
<p>Good progress has been made in respect of all recommendations from the WSE-MLL report (June 2014). Pupils' learning in both SESE and Arts Education has been developed significantly. Teachers are working towards the introduction of the new Junior Cycle Level 2 Learning Programmes with plans in place for relevant teachers' CPD in the next school year. There has been good development of group-based learning activities in all classrooms and teachers' preparation was found to be of a very high quality. Home-school communication is now very good. In particular, the sharing of information with parents is commended; this includes the provision of digital images and videos on a monthly basis which document pupils' achievement. Very good progress has been made in respect of whole-school organisational and developmental planning.</p>	
<p>Recommendations</p>	
<p>No further recommendations arise in relation to the recommendations in the original report.</p>	

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.