An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
REPORT

Inchicronan Central National School
Crusheen
Co. Clare
Uimhir rolla: 19551S

Date of inspection: 22 January 2010
WHOLE-SCHOOL EVALUATION
A whole-school evaluation of Inchicronan Central National School was undertaken in January 2010. This report presents the findings of the evaluation and makes recommendations for improvement. The evaluation focused on the quality of teaching and learning in English, Irish, Mathematics and Geography. 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.

INTRODUCTION – SCHOOL CONTEXT AND BACKGROUND
Inchicronan Central National School is a four-teacher, co-educational primary school operating under the patronage of the Catholic Bishop of Killaloe. The school is located approximately fourteen kilometres north of Ennis town. In recent years, there has been significant turnover in the school’s teaching staff and since 2007, three different principals have served in the role. At the time of the evaluation, one teacher was on leave and two teachers were on probation. Part of the school building is used to accommodate a pre-school and the majority of children who attend the pre-school subsequently transfer to Inchicronan Central National School. The school makes use of the community hall and the Gaelic Athletic Association (GAA) field for some activities in Physical Education. Pupils in the senior classes learn French through the Modern Languages in Primary Schools Initiative.

The following table provides an overview of the enrolment and staffing in the school at the time of the evaluation:

<table>
<thead>
<tr>
<th>Number</th>
<th></th>
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<tbody>
<tr>
<td>Pupils enrolled in the school</td>
<td>110</td>
</tr>
<tr>
<td>Mainstream classes in the school</td>
<td>4</td>
</tr>
<tr>
<td>Teachers on the school staff</td>
<td>6</td>
</tr>
<tr>
<td>Mainstream class teachers</td>
<td>4</td>
</tr>
<tr>
<td>Teachers working in support roles</td>
<td>2</td>
</tr>
<tr>
<td>Special needs assistants</td>
<td>1</td>
</tr>
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1. QUALITY OF SCHOOL MANAGEMENT

1.1 Characteristic spirit, mission or vision
The school’s mission statement describes the holistic development of each pupil as being at the kernel of its work. In order to realise this mission, very good efforts are made to ensure that pupils participate in a range of activities and initiatives. These include the Green-Schools programme and sporting activities including a lunchtime basketball league and GAA skills’ training. Pupils participate in a range of religious celebrations and school and community events.

1.2 Board of management
The board of management is properly constituted. Regular meetings are held and minutes of these meetings are kept. Recently, the board established the practice of identifying and delegating specific tasks to board members. There is agreement that this practice has led to greater efficiency in the operation of the school as well as improved communication amongst board members.

The board of management has availed of training provided by the diocese in relation to the school’s code of behaviour, health and safety, the school’s enrolment policy and complaints
procedures. At each board meeting, the treasurer reports on the school’s finances. At the time of the evaluation, the process of having the previous year’s accounts certified was underway. However, school accounts have not been certified since 2006. The board is advised that in accordance with Section 18 of the Education Act 1998, school accounts should be certified annually.

The school building was constructed in 1979 and since that time the building has been extended. In January 2009, the school was struck by lightning, resulting in damage to the school premises. In response to this, the board carried out repairs including the restoration of the electricity supply, the replacement of a number of light fittings and the school’s windows and doors. It also commenced work on updating the heating system and this work is ongoing. However, it is evident that there has been lack of progress in relation to the completion of significant maintenance projects arising from the lightning strike, as well as the day-to-day repair and maintenance of the school building and grounds. This is unsatisfactory. The board is advised to compile a list of all maintenance work which has yet to be completed and to attend to this work with greater efficiency, in order to avert health and safety risks being posed to those who use the school premises. In addition, the board is advised to draw up a long-term plan to address the maintenance of the school on an on-going basis. The appointment of a board member as a maintenance officer to assume the duty of overseeing this work is advised.

A cleaner is employed by the board of management on a daily basis and a very good standard of work is in evidence. A secretary and caretaker are also employed on a part-time basis. The board should ensure that all members of ancillary staff are suitably trained to fulfil their roles in order that their work will contribute to the efficient operation of the school. In addition, more regular and thorough monitoring of the work of all ancillary staff is advised.

At the time of the evaluation, three support teachers were sharing the school’s staff room for the purpose of offering support to pupils with special educational needs and learning-support needs. Given the availability of space in the school, this allocation is unsatisfactory. It is advised that when allocating accommodation, the board should prioritise the needs of pupils who are currently enrolled in the school.

The board engages in the review, ratification and development of school policies. Most recently, the child protection policy was reviewed and an audit of the school’s code of behaviour was carried out. The school’s English and Drama plans were ratified. As a means of monitoring standards achieved by pupils, the board reviews the overall results of standardised tests. It offers support to the principal and teachers by providing a good range of resources to support teaching and learning. This is good practice. Recently acquired resources include an interactive white board for each mainstream classroom and a very good range of concrete materials for use in the teaching of Mathematics.

1.3 In-school management
The principal assumed her role in 2009. She exhibits particular strengths in overseeing curriculum implementation by effectively leading whole-school initiatives in the teaching of curricular areas. She ensures that assessment results are used to identify whole-school priorities as well as to inform teachers’ planning. Under her decisive leadership there is good co-operation between all teachers.

The in-school management team consists of a deputy principal and a special-duties post holder. At the time of the evaluation, the special-duties post holder was on leave and her duties were being assumed by another teacher. Both offer good support to the principal and fulfil a broad
range of duties. These include developing the use information and communication technology (ICTs) throughout the school, co-ordinating the support for pupils with special educational needs, developing school plans, and enforcing the school’s code of discipline. The in-school management team is commended for the strong emphasis which is placed on pupils’ learning throughout the school. The challenge for the team in the future is to continue to identify areas which are in need of review and to maintain a strong momentum in addressing these challenges.

1.4 Management of relationships and communication with the school community

There is very good communication amongst the staff. Staff meetings are held on a monthly basis and regular incidental meetings are also held to discuss issues which relate to pupils’ progress and curriculum implementation. Members of staff assume specific responsibilities for targets which are identified at meetings and they work productively to advance these targets.

Communication with parents is good. The board of management is currently developing a school information booklet which will be distributed to the parents of newly enrolled pupils. An information meeting is held for all parents at the start of each academic year. Very good opportunities are afforded to parents to communicate with teachers. An annual parent-teacher meeting is held and extra meetings are convened if necessary. An annual report outlining pupils’ progress is issued to parents and this report includes results achieved by pupils in standardised tests. The school website contains some information on school policies, school events and pupils’ achievements. Consideration should be given to sharing pupils’ work with a wider audience through the school’s website. Strong links are maintained with the local community and local musicians, historians and story-tellers visit the school to enhance work carried out in curricular areas.

The work of the school is supported by a very eager and active parents’ association. It engages in a range of fundraising activities in order to purchase resources and to partly fund the school’s participation in a cycling safety skills programme. The association assists with preparations for the celebration of the sacraments and with the management of the annual second-hand book sale. The association members communicate with the principal, the teachers and the parent body through incidental meetings, the display of information on the school’s notice board and through the text-a-parent facility.

1.5 Management of pupils

Over the course of the evaluation, the majority of pupils were well behaved and they engaged in activities diligently. Good behaviour is incentivised and a weekly assembly is held at which the behaviour of pupils is rewarded. At these assemblies, pupils have opportunities to demonstrate their talents and strengths. The school’s code of behaviour is clear and outlines rules by which pupils are expected to abide. It is advised that in accordance with this school code of behaviour, all teachers should negotiate a set of class rules with their classes. It is also advised that class rules be displayed in all classrooms and implemented consistently. This will help to generate an environment which is conducive to teaching and learning at all class levels.

2. QUALITY OF SCHOOL PLANNING

2.1 Whole-school and classroom planning

The quality of whole-school planning is good. A range of organisational policies has been devised and all policies have been ratified by the board of management. Parents have had some involvement in developing policies including the school’s health eating policy and enrolment policy. The principal has devised a three-year plan which outlines priorities for development in
organisational policies and in curricular planning. This plan provides a useful focus for school development.

Whole-school plans have been devised for all curricular areas. The quality of these plans varies and the school has identified plans which are in need of review. The whole-school plan in English was reviewed recently and all staff members engaged in this process collaboratively. The quality of this plan is of a very good standard as it offers very good guidance to teachers in relation to the teaching of English throughout the school. Specific, time-bound targets are identified for the development of practice in particular aspects of the teaching of English. In advance of reviewing the whole-school plan for Irish, all class teachers, under the leadership of the deputy principal have invested time and effort in sourcing and trialling materials for use in their class settings. This is good practice and provides a good basis for whole-staff discussion.

All teachers produce long-term and short-term plans to support teaching and learning. The quality of these plans is generally good and for the most part, teachers place good emphasis on the development of skills as well as content. At some class levels, there is a need for teachers to plan and structure lessons more carefully to ensure more thorough consolidation of lesson content. Monthly progress records (Cuntais Mhosúla) are compiled by all teachers.

2.2 Child protection policy and procedures
Confirmation was provided that, in compliance with Department of Education and Science Primary Circular 0061/2006, the board of management has formally adopted the Child Protection Guidelines for Primary Schools (Department of Education and Science, September 2001). Confirmation was also provided that these child protection procedures have been brought to the attention of management, school staff and parents; that a copy of the procedures has been provided to all staff (including all new staff); and that management has ensured that all staff are familiar with the procedures to be followed. A designated liaison person (DLP) and a deputy DLP have been appointed in line with the requirements of the guidelines.

3. QUALITY OF LEARNING AND TEACHING

3.1 Language

Gaeilge
Múinteoir an Ghaeilge go cú tríd an scoil agus baineann na páistí caighdeán maith amach i ngnéithe den churachlám. Déanann cuid de na hoidí iaracht mhaith an Ghaeilge a úsáid ar bhonn leanúnach i rith an lae agus i rith na gceachtanna. Moltar an cleachtadh seo a leathní agus moltar freisin modh an aistriúcháin a sheachaint i dteagasc na Gaeilge. Baintear úsáid sár-mhaith as acmhainní oiriúnacha chun suim na ndaltaí a mhúiscailt. I measc na n-achtainní seo a ãitrtear pictiúir, bréagáin, puipéid, ábhar dílis agus teicneolafocht faisnéise agus cumarsáide (TFC). Baintear dea-úsáid as mhodheolafochtáí éifeachtacha ar fud na scoile chun cumarsúid na daltaí a chur chun cinn. Tugtar deiseanna do na daltaí bheith ag obair i mbeirteanna, agus púirt a ghlacadh i sceití gheart agus i gchluichi teanga. B’fhéidir dul siar rialta a dhéanamh ar an bhfeadfóir, na nathanna cainte agus na bríathra a múineadh cheana féin chun líofacht na ndaltaí a fhorbairt a thuilleadh. Tá sé ar chumas na ndaltaí i ngach rung réimse leathan de rainn, dánta agus amhráin a aithris go muinéineach.

Múinteoir an léitheoireacht go sistéamach tríd an scoil agus tá dul chun chinn maith an dátaí ins na meánranganna agus ins na hardranganna sa gné seo den Ghaeilge. Tá réimse maith d’abhair léitheoireachta ar fáil agus léirionn na daltaí go bhfuil tuiscint mhaith acu ar an ábhar.
Irish
Irish is well thought throughout the school and the pupils attain a good standard in aspects of the curriculum. Some of the teachers make a very good effort to use Irish continuously throughout the day and throughout lessons. It is advised that this practice be extended and it is advised that translation methods be avoided in the teaching of Irish. Extremely good use is made of suitable resources to stimulate pupils’ interest including pictures, toys, puppets, concrete materials and information and communication technology (ICT). Effective methodologies are well utilised throughout the school to improve the pupils’ communication skills. Pupils are given opportunities to work in pairs, and to take part in short sketches and language games. More regular revision of vocabulary, phrases and verbs is recommended in order to further develop pupils’ fluency. The pupils in every class can recite a wide variety of verses, poems and songs confidently.

Reading is taught systematically throughout the school and good progress is being made by pupils in the middle and senior classes. A good range of reading materials is available and the pupils demonstrate good understanding of the material.

There is variation in the standard attained by pupils in writing. They achieve a good standard in functional writing and in written work which is based on textbooks. They engage in structured tasks under the guidance of the teacher but it is evident that many of the pupils experience difficulty when writing passages independently. The teachers aim to review the school plan in Irish this year. It is advised that when this review is undertaken, a greater emphasis be placed on promoting the development of pupils’ independent writing skills. It is advised in particular that the systematic development of writing skills as well as the progress from class to class be documented, in order to improve these skills.

English
English is well taught throughout the school. The whole-school plan for English guides the teaching and learning at each class level. The teaching of oral language is very good. The contexts and strategies through which oral language will be developed are clearly outlined in the whole-school plan. A noteworthy feature of practice is the manner in which story and play are used as contexts for oral language development, both in the teaching of English and to access other curriculum areas. This practice is particularly evident in the junior classes where the approaches used result in a high level of pupil participation.

Pupils achieve very good standards in reading. Their phonological awareness and word-attack skills are well developed and many pupils read fluently. A good range of material is used to develop reading skills including large-format books, a graded reading scheme and novels. Class libraries are generally well stocked. Displays of pupils’ written work and thematic displays contribute to a supportive print-rich environment throughout the school. Pupils take part in the WOW reading challenge and an annual book week is held. Parental involvement in these activities is encouraged and some parents develop story bags which are used to enhance
storytelling sessions. The benefits of the use of these story bags could usefully be extended throughout the school. A local storyteller visits the school and this further encourages an interest in books. In junior classes, pupils enjoy the choral recitation of nursery rhymes. Pupils in senior classes explore and write poetry with enthusiasm and they confidently discuss the work of various poets.

The writing process is well taught throughout the school. In some classes, exemplary modelled-writing sessions were observed. During these well-structured sessions, a commendable emphasis was placed on the conventions of print, letter sound recognition, and on the main features of the writing genre being explored. Overall, writing activities are well differentiated and pupils produce work in accordance with their level of ability. Spelling is taught systematically. The standard of penmanship is generally good and pupils’ work is regularly corrected. It is advised that a consistent standard and style of handwriting should be used at all class levels.

3.2 Mathematics
The teaching of Mathematics is good and in some classes, very good lessons were observed during the evaluation. Pupils’ skills in oral mathematics are well developed and the pace of activities motivates them to engage in lessons. Teachers are commended for their use of a wide variety of methodologies in oral mathematics sessions, in particular the use of games, physical exercises and kinaesthetic activities.

Throughout the teaching of Mathematics, good efforts are made to ensure that topics being explored are linked with pupils’ lives and experiences. Real-life situations are simulated through which pupils explore mathematical concepts. Whole-class demonstrations are clear and teachers offer careful explanations of concepts through the use of manipulatives and by making comparisons with objects and phenomena in the environment. Talk and discussion and an emphasis on problem-solving permeate most of the lessons observed during the evaluation. In the junior classes, a significant emphasis is placed on the development of the strands Early mathematical activities and Number. Recently, the school increased its supply of concrete materials and these materials are very well used. The interactive white board is also used very effectively in many classrooms, particularly for the use of drill and practice programmes.

At many class levels, questions are skilfully posed to ascertain pupils’ levels of understanding. In some classes, there is a need to ensure that questions are more evenly distributed amongst pupils in order to ensure that this form of assessment yields information on the progress of all pupils. In general, questions and activities are well differentiated and suitably matched to pupils’ ability levels. Notwithstanding this, it is evident that a small proportion of pupils are insufficiently challenged. Where this is the case, it is advised that teachers should provide for more challenging extension activities to be undertaken by pupils.

Overall, pupils’ learning outcomes are of a very good standard across the strands of the curriculum. In the strand of number, senior pupils demonstrate the ability to compute with accuracy and to resolve multi-stage number problems. They also undertake complex mathematical tasks with confidence.

3.3 Geography
Geography is well taught throughout the school. The whole-school plan in Geography offers some useful guidance to teachers in relation to aspects of the curriculum. It is advised that greater detail in relation to the local area be included in this plan.
Pupils’ natural curiosity about the immediate environment and other countries is skilfully aroused through the use of story and the imaginative use of props. Photographs are very well used as a basis for investigations. A good range of maps is used in senior classes and pupils mapping skills are well developed. It is recommended that globes and maps be displayed in all classes and examined more regularly both in discrete geography lessons and across the curriculum.

In the majority of classes, pupils engage readily in interesting whole-class discussions and structured pair-work and group work in order to express their ideas. However, over the course of a small number of the lessons observed, pupils remained very passive. Accordingly, there is a need to ensure that all pupils become actively involved in lessons through guided-discovery methods. There is also a need to address the development of the geographical investigation skills in conjunction with work being carried out in the strands and strand units of the curriculum.

In order to gain an understanding of the locality, fieldwork is carried out. When questioned about the features of the local area, many pupils responded knowledgably and demonstrated good ability to make comparisons between the immediate environment and contrasting areas. As a means of further developing teachers’ practice in the teaching of Geography, it is advised that additional emphasis be placed on the skills of recording and communicating. This would greatly benefit pupils in enabling them to communicate their views more confidently. Pupils demonstrate an interest in environmental issues and there is commitment to whole-school initiatives which are aimed at developing positive attitudes towards the environment. These include participation in the Green-Schools programme and the cultivation of a school garden where pupils grow their own vegetables. In addition, recycling is encouraged and recycling baskets are prominently displayed in classrooms. Parents are actively involved in these activities.

3.4 Assessment

At all class levels, pupils’ work in aspects of the curriculum is regularly monitored. At junior infant and senior infant level, checklists are maintained by class teachers to record pupils’ progress in aspects of early literacy and numeracy. From first class to sixth class, teacher-devised tests are administered and the results achieved by pupils are recorded. Samples of pupils’ work in aspects of the curriculum are retained.

The school’s assessment policy is clear and outlines the diagnostic and standardised tests which will be used at each class level. In junior infants the Early Years Easy Screen (EYES) test is administered. The Middle Infants Screening Test (MIST) is administered at senior infant level. All junior infant pupils are assessed using the Belfield Infant Assessment Programme (BIAP). From first class onwards, the Sigma-T, Micra-T and the Drumcondra spelling tests are administered. The school engages in the worthwhile practice of tracking the results achieved by each pupil in standardised tests on an annual basis. These test results are monitored carefully and at whole-school level, results are analysed in order to identify aspects of the curriculum which are in need of development, particular in the area of Mathematics. The school is commended for this practice.

When pupils present with difficulties in literacy and numeracy, diagnostic tests are used as a means of identifying their specific needs. These include the Aston Index, Quest and the Neale Analysis of English Reading. The Non-Reading Intelligence Test (NRIT) is administered on three occasions during a pupil’s time in the school.
4. QUALITY OF SUPPORT FOR PUPILS

4.1 Pupils with learning difficulties and special educational needs
Very good support is provided for pupils with learning difficulties and special educational needs. Four teachers are involved in the provision of this support. Two teachers are based at this school, one on a full-time basis and the second teacher is shared with another school. A third teacher, who is based in another school, provides support to pupils on three days of the week and a fourth teacher provides support to one pupil on two days of the week. All of the teachers have established very good relationships with the pupils who are affirmed during lessons. One special needs assistant (SNA) is involved in supporting a pupil. She carries out her work in a praiseworthy manner.

The school’s special educational support policy is clearly documented. It provides guidance regarding the selection of pupils who will receive learning support in accordance with the staged approach to intervention. The data yielded from standardised tests is analysed by the principal and learning support teacher in order to ensure that pupils with the greatest learning needs receive support. The school’s plan also outlines how decisions will be made in relation to the discontinuation of this form of support.

Individual pupil learning profiles (IPLPs) and individual education plans (IEPs) are devised for pupils. These plans outline the spectrum of pupils’ needs and reflect the advice of external professionals. The process of drafting and reviewing plans involves a high level of collaboration between the mainstream class teacher, the support teachers and the principal who meet as a team on a monthly basis to discuss pupils’ progress. Pupils’ parents are also involved in the process of drafting plans and some pupils contribute to their own plan. Teachers maintain long-term and short-term plans in support of their teaching. These plans are of a very good quality, containing achievable, time-bound targets. In some cases, detailed daily records of content taught and pupils’ progress are also maintained. It is advised that there is a need to ensure that teaching in the mainstream classes is further differentiated for pupils with learning difficulties and special educational needs.

Overall, the quality of teaching and learning in each of the settings is very good. Activities are clearly structured and explained. A variety of approaches is used, including role-play, ICT, games, stories and drama. Appropriate strategies and programmes which address pupils’ specific needs are also used. Teachers prepare and use a good range of supportive materials including games, flashcards, photographs and pictures. The majority of pupils are well engaged in lessons and there is very good interaction between teachers and pupils and pupils and their peers. However, a small number of the lessons observed were predominantly teacher-directed. It is advised that in order to maximise pupils’ levels of engagement, they should be given increased opportunities to contribute throughout lessons. In order to address the full spectrum of pupils’ needs, teachers are also advised to implement the broad programmes identified in pupils’ individual plans.

Pupils are withdrawn from mainstream classes in groups, in pairs and for one-to-one support. In-class support is also offered. The learning support teacher, who is based in the school on a full-time basis, teaches in a designated space which is very well resourced and organised. The learning environment is very supportive and features samples of pupils’ work as well as other supportive materials. Three support teachers operate from the school’s staff room at designated times. This arrangement is unsatisfactory due to the very limited facilities for storage of teaching
materials and due to the fact that the learning environment cannot be developed in a suitable manner. It is recommended that the board of management ensures that appropriate accommodation is provided for all teachers working in support contexts.

Throughout the school, there is commitment to early intervention as a form of preventing learning difficulties and as a means of identifying, at an early stage, pupils who may be in need of extra support. In the junior infant class, the learning support teacher offers worthwhile support in the development of pupils’ phonemic awareness.

4.2 Other supports for pupils; disadvantaged, minority and other groups
At the time of the evaluation, there were no pupils from disadvantaged or minority groups enrolled in the school. A welcoming atmosphere is in evidence in the school and very good efforts are made to ensure that all pupils are included in all activities.

5. CONCLUSION

The school has strengths in the following areas:

- The principal and teachers demonstrate high levels of commitment to the holistic development of each pupil, through the teaching of a broad and balanced curriculum and through the provision of opportunities to engage in a range of activities.
- A strong spirit of collegiality permeates the school.
- An active parents’ association supports the work of the school.
- The manner in which curricular plans have recently been devised is praiseworthy. The clarity of these plans is particularly noteworthy.
- The in-school management team works diligently on a range of duties which are aligned to the prevailing needs of the school.
- The school has a good supply of resources and educational equipment. These are used effectively throughout teaching and learning.
- Pupils’ progress is very effectively monitored through appropriately selected assessment strategies. The results of assessment are appropriately analysed to inform further planning, teaching and learning.
- The quality of support for pupils with special educational needs is very good.

The following key recommendations are made in order to further improve the quality of education provided by the school:

- There is an urgent need for the board of management to review some aspects of its work, particularly in the area of maintenance, the provision of suitable accommodation for the special educational needs teachers and the yearly management of school accounts.
- Ní mór athbhreithniú a dhéanamh ar an bplean scoile Gaeilge agus é a chur i bhfeidhm le cinntiú go dtagann forbairt leanúnach ar scileanna saorscribhneoireachta na ndaltaí ó rang go rang. A review of the school plan for Irish and its implementation is necessary to ensure the progressive development of pupils’ independent writing skills from class to class.
- All teachers’ plans should specify more clearly how material will be differentiated to cater for the varying needs of pupils. There is also a need for some teachers to develop their questioning techniques and to structure lessons more carefully to ensure that clear learning outcomes are addressed.
Post-evaluation meetings were held with the staff and the board of management where the draft findings and recommendations of the evaluation were presented and discussed.

Published, September 2010
Appendix

School Response to the Report

Submitted by the Board of Management
Area 1  Observations on the content of the inspection report

The Board of Management and the staff of Crusheen NS note the positive findings of the WSE report. The Board is happy that the report acknowledges the professionalism of the staff, the high quality teaching, the productive working relationship the school has with the parents and the Board of Management and the strong spirit of collegiality that permeates the school.

The Board also wish to acknowledge the courtesy afforded to us by the Inspector during the inspection.

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 Board of Management has already implemented the recommendations of the Inspectorate in relation to the following:

- Audited accounts for 2008/09 were approved in June. And accounts for 2009/10 will be submitted for audit by 30 Sept 2010.
- A maintenance officer has been appointed from within the Board and a maintenance plan has been drawn up and is being implemented and monitored.
- The Board has made provision for a dedicated room in the portacabin to be used by the children with special educational needs and learning support needs.
- The board is currently reviewing the training requirements of ancillary staff and a training programme will be put in place over the coming months.
- Since the WSE, the teaching staff have developed a plan to improve the pupils independent writing skills in Irish. Each term is devoted to different genres of writing and will be reviewed at staff meetings.
- Each teacher will specify in greater detail how s/he differentiates material to cater for the needs of individual pupils.
- Questioning techniques and lesson structures will be addressed this year 2010/11 during our in-school planning day.