

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil An Spioraid Naoimh
Seoladh na scoile/ School address	Laytown Co. Meath
Uimhir rolla / Roll number	20017F

Date of Evaluation: 13-06-2019



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

FOLLOW-THROUGH INSPECTION

Follow-through inspections evaluate the progress a school has made on implementing main recommendations made in an earlier inspection rather than the overall educational provision that the school makes. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated the progress the school has made in implementing recommendations made in an earlier inspection under the following headings:

1. Progress achieved to date
2. Findings
3. Recommendations

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the school's progress in implementing recommendations.

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.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

The school met the requirements in relation to each of the checks above.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: WSE-MLL Date of Inspection: 22-09-2016 Report Published? Yes	Date of Inspection: 13-06-2019
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with principal and senior management team • Interview with members of in-school management team • Interview with relevant teachers • Review of school documentation and records and pupils' work • Observation of teaching and learning • Interaction with pupils 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Pupils' reading skills should be enhanced through the provision of differentiated reading material in English.</p>	<p>Very good progress</p> <p>A significant investment was made to purchase additional reading material to provide differentiated reading material for all class levels within the school. A whole-school decision prioritised the provision of additional non-fiction reading materials and a plan is in place to broaden the selection of fictional reading material for the coming school year. A selection of novels was also purchased for senior classes in the school and these reflect the interests of fifth and sixth class pupils and are closely aligned to their reading abilities.</p> <p>The impact of the use of the new differentiated reading materials on pupils' learning is being closely monitored. Teachers have adopted a team-teaching model in all classes to enhance pupils' literacy skills using the new materials. The special educational needs team has used pre-intervention and post-intervention benchmarking assessments in order to monitor the impact of the new approach on pupils' learning. Pupils presenting as needing support or additional challenge have been identified and interventions have been put in place to ensure that reading materials are suitably aligned to their needs.</p>
<p>The whole-school policy for assessment should be developed and pupils' attainment in literacy and numeracy analysed to guide school improvement strategically.</p>	<p>Very good progress</p> <p>The principal and staff have worked collaboratively to review their assessment practices and have developed a new whole-school policy for assessment. The in-school management team with members of the teaching staff created an assessment team and, with their support, teachers have reflected on their assessment practices and have developed these to include a greater emphasis on assessment</p>

for learning strategies. A variety of assessment for learning (AOL) strategies, including pupil surveys and learning logs, are being used purposefully to enhance the pupils' learning. Teachers on staff have provided additional training to colleagues in this school to support the development of classroom support plans and differentiation at class levels. The role of the pupil in assessment has been greatly developed and pupils play an active role in their own assessment. Pupils spoke with confidence about digital learning technologies and how they use a selection of apps and programmes to enrich and reflect on their learning.

Teachers are analysing pupils' attainment in literacy and numeracy and the information gathered is being used to support interventions for differentiated approaches through the support of the special educational needs team and in order to differentiate appropriately at class level. Specific strategies have been implemented to date including learning logs, mathematics skills tracking and differentiated readings programmes.

In terms of strategic planning, the staff has identified additional policies for development including a communication policy with targets including the promotion of parental involvement in pupils' self-assessment folders. The work on developing self-assessment practices in all classrooms is ongoing with reviews built into regular in-school management team and staff meeting. The staff has prioritised the development of digital portfolios and class portfolios and in some classes, apps and online tools are being trialled. The impact of these initiatives continues to be monitored by the in-school management team.

Summary of findings

- The principal and teachers have made very good progress in enhancing pupils' reading skills through the provision of differentiated reading material in English. Reading interventions are being monitored and analysed to track the improvements in pupils' reading skills, comprehension skills and fluency.
- The staff has made very good progress in relation to implementation of the recommendation regarding assessment; they have engaged whole-heartedly in a collaborative process to review and implement a revised whole-school policy on assessment that has been successfully implemented and has impacted positively on teaching and learning in this school. Pupils' attainment in literacy and numeracy is being tracked and monitored and information is being used to guide school development and planning.

Recommendations

No further recommendations arise in relation to the recommendations in the original 2016 WSE-MLL 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 Scoil an Spioraid Naoimh is delighted to welcome this outstanding *“Follow Through Inspection Report”* and notes that no further recommendations arise in relation to the 2016 WSE-MLL report.

The Board of Management appreciates the engagement of the school in a collaborative process to review and update the whole school policy on assessment. This, along with Parent Community support, has enabled the school to provide additional graded reading materials to enhance the reading, comprehension and fluency skills of all the children. The Board recognises the resultant positive impact on the quality of teaching and learning in the school.

The Board is pleased to acknowledge that the school was found to be in full compliance with the checks made in relation to the school’s child protection procedures.

Our school is totally committed to the provision of the best possible teaching and learning experiences in an innovative, inclusive and supportive environment that nurtures the well-being of all the children in our care.

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

The principal and staff worked collaboratively to review and implement a revised whole school policy on assessment which has been successfully implemented and has impacted positively on the teaching and learning in the school.

The principal and staff have identified a strategy to further develop the reading skills in the school through the provision of additional differentiated reading material which has impacted positively on the quality of literacy in the school.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
<i>Very good progress</i> indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
<i>Good progress</i> indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
<i>Partial progress</i> indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.