An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection REPORT

Kildysart National School
Kildysart, Co. Clare
Uimhir rolla: 15301V

Date of inspection: 10 March 2016

Date of original inspection[1]	05 March 2015	**Type of original report**	Whole-School Evaluation (WSE)	**Date of FT inspection**	10 March 2016
Report published	Yes				

Follow-through inspection activities

The following activities took place in the course of the follow-through inspection
Meeting with principal and senior management team
Meeting with members of the in-school management team
Meeting with relevant teachers/members of staff
Observation of teaching and learning
Interaction with pupils/students
Review of school documentation and records and pupils' work
Review of resources and facilities
Communication with chairperson of board of management

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
The board should continue in its efforts to improve the quality of school accommodation and to alleviate the difficulties currently being experienced. As an immediate priority, the board should use the funds available to it to acquire a range of educational resources necessary to support teaching and learning in the classrooms.	**Very good progress** Since the whole-school evaluation (WSE), a significant construction project has been completed. This provides comfortable, spacious accommodation for a staff room and one mainstream classroom. Improvements have been made to aspects of the original school building and an application for a new school building has been submitted to the planning and building unit of the Department of Education and Skills (DES). A substantial initial investment in literacy resources has been made and additional materials in Mathematics and Science are being acquired. The restricted dimensions of the school yard and of the original school building continue to pose challenges and in this regard, the rate of enrolment in the school needs to be monitored carefully.
Steps should be taken to rejuvenate the parents' association and to ensure that it has a more clearly-defined, sustained role in supporting the school.	**Very good progress** The parents' association has been rejuvenated and officers have been elected. Recently, the association organised school events, fundraising initiatives and talks for parents.
An annual review of the duties of the in-school management team should be undertaken and the curriculum leadership roles attached to these posts need to be further developed.	**Partial progress** Since the WSE, a new deputy principal has been appointed and the duties of the in-school management team have been expanded to include roles in leading literacy and numeracy. Clear steps are being taken to develop the school's approaches in numeracy. However, additional clarity is required in literacy so that initiatives are understood, introduced and implemented in a more consistent manner at each class level. Further collaboration between the board of management and the in-school management team should be facilitated so that progress in improving overall standards can be reviewed and monitored.
Sa Ghaeilge, tá gá béim sa bhreis a leagan ar an gcur chuige cumarsáideach agus le tuilleadh deiseanna a thabhairt do na daltaí an Ghaeilge a úsáid go cumarsáideach agus go neamhfhoirmiúil. *In Irish, there is a need to place additional emphasis on the communicative approach and to give pupils more opportunities to use Irish communicatively and informally.*	**Good progress** Tá béim sa bhreis á leagan ag na múinteoirí ar an gcur chuige cumarsáideach agus úsáidtear an Ghaeilge ar bhonn níos minicí tríd an scoil. Go ginearálta, tá sé ar chumas na ndaltaí ceisteanna a chumadh agus a fhreagairt ag leibheal atá oiriúnach dá leibhéil ranga. *Teachers are placing additional emphasis on the communicative approach and Irish is used more frequently throughout the school. In general, the pupils can pose and answer questions at a level that is appropriate for their class level.*

[1] Date on cover of original inspection report

A review of aspects of the teaching of English is required to raise the standards achieved by many of the pupils.	**Good progress** A number of teachers have made good progress in the teaching of oral language and writing and in implementing a comprehension development strategy. *Literacy Lift-Off* sessions are provided for certain classes and this is yielding positive results for pupils. In the middle and senior classes, differentiated reading materials are used and group discussions based on various reading materials are facilitated. In some settings, however, there remains a need for teachers to develop their practice further so that a consistent, school-wide approach is established. In writing, additional opportunities for independent work need to be provided for pupils in the junior classes and to this end, the approach to free writing should be further developed and refined. The school is encouraged to extend its work in the use of play methodologies, as a basis for work in oral language to additional settings.
There is a need to improve the overall presentation of pupils' work; and handwriting skills should be emphasised to a greater degree.	**Partial progress** Some progress has been made in improving the overall presentation of pupils' work. As pupils' handwriting ranges from fair to good, further work in this area is needed.

Summary of findings

Overall, good progress has been made by the school in implementing the majority of the recommendations contained in the 2015 WSE report.

Recommendations

- The rate of school enrolment should be monitored carefully to help the school to cope with and minimise the challenges which continue to be posed by the school accommodation.
- The in-school management team should focus on developing a consistent approach to the implementation of programmes and initiatives in literacy.
- The school should continue in its efforts to help pupils to achieve and use a more legible, fluent style of handwriting on a consistent basis.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

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