An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection REPORT

Kyle NS,
Youghal,
Co. Cork
Uimhir rolla: 04442F

Date of inspection: 26 April 2016

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS
INSPECTORATE

Date of original inspection[1]	28/1/2014	**Type of original report**	WSE-MLL	**Date of FT inspection**	26/4/2016
Report published	**Yes**				

Follow-through inspection activities

The following activities took place in the course of the follow-through inspection:
Meeting with principal and/or senior management team
Meeting with members of the in-school management team or subject coordinator
Meeting with relevant teachers/members of staff
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
Moltar athbhreithniú a dhéanamh ar mhúineadh na Gaeilge. *A review of the teaching of Irish is recommended*.	**Good progress** Rinne foireann na scoile athbhreithniú ar mhúineadh na Gaeilge. Tá cur chuige téamúil tosnaithe sa labhairt, sa léitheoireacht agus sa scríbhneoirecht. *Staff has reviewed the teaching of Irish. A thematic approach has begun in the teaching of spoken Irish, in reading and in writing*
A review of whole-school policies is now recommended.	**Very good progress** Staff has reviewed a range of curricular policies.
Staff is advised to develop a greater linkage between the school plan, teachers' individual planning and the monthly progress records.	**Good progress** Staff has revised the whole-school plan and have agreed a common approach to short-term planning and to the monthly progress records.
All teachers are advised to maintain an assessment folder in tracking the progress of pupils.	**Good progress** All staff maintain an assessment folder.
Staff is advised to compile a list of age appropriate poetry for each class level.	**Good progress** A list of English poetry appropriate for each class level has been compiled.

Summary of findings

With regard to the key recommendations in the original report, the following steps have been taken by the school:

Tá béim sa bhreis curtha anois ar an nGaeilge neamhfhoirmiúil agus frásaí na seachtaine a mhúineadh. Rinneadh athbhreithniú ar an bpolasaí Ghaeilge. Tá an scríbneoireacht á cothú go córasach le nuacht shimplí á cleachtadh sna bunranganna agus scéalta bheaga á gcumadh sna meáin agus sna hard-ranganna. Leagtar béim ar líofacht agus ar thuiscint a chothú sa léitheoireacht. *There is a renewed emphasis on the teaching of informal Irish and phrases of the week. The Irish policy has been reviewed. Writing is being developed systematically with simple news recorded in the junior classroom and short stories compiled in the middle and senior classroom. There is an emphasis on developing fluency and understanding in reading.* The school policy for Physical Education has been identified for review. A parent sub-committee has been formed with a parent representative from each class for the development of SPHE. A home-school community policy has been developed with the further involvement of parents encouraged in the educational process. The teachers are committed to developing a consistency and a continuity in planning. Current practice in standardised testing has been reviewed. In Literacy Lift-Off, staff test the pupils in advance and at the conclusion of the process. Diagnostic testing is administered to second and fourth classes through the Non Reading Intelligence Test (NRIT).

There has been a significant changeover in teaching staff since the WSE-MLL was conducted in 2014, with all permanent staff now back in situ. Notwithstanding this change in personnel, overall good progress has been made in implementing the report's recommendations.

With regard to other recommendations identified in the body of the report, the following steps have been taken by the school:

The recitation of poetry is recognised as a valuable learning activity for pupils. Cursive writing is practised from third to sixth class and pupils' work is regularly corrected. A renewed focus on improving standards in presentation has been agreed. The pupils have opportunities to record Mathematics in copybooks. Time for planning identified on the teacher's timetable for special educational needs (SEN), is now used to support pupils. Baseline data is recorded in tracking the behaviour of pupils. Child protection issues are referred to regularly in the board of management minutes. School policies are routinely signed and ratified by the board of management. A school improvement plan (SIP) to identify and support literacy and the development of writing has been documented.

Recommendations

Further whole-school planning processes should be developed to establish a progression and continuity of learning across the curriculum. Staff should give careful attention to introducing Aistear. The recording of the monthly progress records in SEN should be reviewed. Assessment practices warrant further development across a range of curricular areas. The results of standardised tests should be recorded in graph format and presented to the board of management and parents.

The board accepts the report as the final inspection report available for publication and wished to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the published report. The board's response is submitted below:

Published October 2016

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

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 acknowledges the implementation of the following based on the recommendations of the report issued on the 7th of July.

1. Aistear has been introduced in the junior room.
2. Assessment practices have been reviewed and implemented in the school. Children are assessed in a variety of subjects on a weekly basis.
3. Standardised tests are recorded and graphed to display to the board of management and to parents.
4. Whole school planning is being developed on an ongoing basis.