An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil Náisiúnta Naomh Caillin
Seoladh na scoile/ School address	Fenagh County Leitrim
Uimhir rolla / Roll number	15194A

Date of Evaluation: 27-04-2017

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: Whole-School Evaluation: Management, Leadership and Learning (WSE–MLL) **Date of Inspection:** 06-06-2014 **Report Published:** Yes	**Date of Inspection:** 27-04-2017

Follow-through inspection activities

The following activities took place in the course of the follow-through inspection

- Meeting with principal
- Meeting with relevant teachers
- Review of school documentation and records and pupils' work
- Review of resources and facilities
- Observation of teaching and learning
- Interaction with pupils

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
While the current prioritising of oral language development in English is resulting in the systematic expansion of pupils' vocabulary and enhancing their levels of confidence, there is scope for teachers to consider further how best to advance other language skills such as sentence construction and sentence sequencing.	**Very good progress** Whole-school approaches to support the development of pupils' oral language skills have been implemented to very good effect. During the English lessons observed, teachers placed particular emphasis on the inclusion of meaningful paired and small-group language learning activities that focused specifically on developing pupils' competence in their oral presentation skills. In their short-term planning for English-language lessons, most teachers include useful exemplar sentences for pupils of varying abilities. Pupils demonstrate very good progress in their ability to use more elaborate sentences appropriately and to explain and justify their opinions coherently.
The local dimension to Social, Environmental and Scientific Education (SESE) could be explored more systematically throughout the school.	**Good progress** In addressing this recommendation, teachers have developed a framework to support the exploration of the locality in History, Geography and Science from infants through to senior classes. Very good progress has been made in enhancing pupils' knowledge of the history of the local area. The publication '*Fenagh – Through Our Eyes',* compiled by pupils with the support of their teachers and members of the local community, is highly praiseworthy. In Science, teachers have completed many purposeful activities with pupils including the effects of biodiversity in the local environment. In Geography, pupils demonstrate good knowledge of habitats, flora, farming and industry in their locality. They have some opportunities to create maps and

	plans although mapping activities are not included in the school's SESE framework which supports the systematic exploration of the local environment. The principal reports that a review of this framework is planned towards the end of this school year.
Within support settings, there is scope to make lesson objectives clearer to older pupils particularly in terms of emphasising the acquisition of learning strategies, making these strategies more explicit to pupils and encouraging them to see their wider application beyond support lessons.	**Very good progress** Support teachers share learning intentions and success criteria with pupils at the beginning of lessons. During the lessons observed, teachers encouraged pupils to use assessment-for-learning strategies to monitor their progress in learning and to evaluate their acquisition of particular learning strategies. Pupils in the senior classes demonstrated very high levels of awareness of their individual learning goals. They provided many examples orally of how they apply their learning and development of skills from support lessons to their classroom learning in English, Mathematics and other aspects of the curriculum.

Summary of findings

There has been very good progress in respect of two of the recommendations of the WSE report and good progress in respect of one. Significant progress has been made in advancing pupils' English-language skills and in explicitly developing pupils' awareness, in the senior classes, of the potential application of their learning beyond the specific support lessons. While aspects of the work with regard to the systematic exploration of the local environment are very good, there remains scope to further utilise the local area to develop pupils' graphical skills.

Recommendations

- When reviewing the school's SESE planning, teachers should place additional emphasis on the incremental development of pupils' graphical skills through the inclusion of activities such as mapping and the use of ordnance survey maps.

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.

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 Saint Caillin's National School, Fenagh welcomes this report and the very good progress made since the WSE-MLL. It reflects the hard work and commitment of school staff, pupils, parents and the wider community to our school as exemplified by the school's 'highly commendable' publication 'Fenagh-Through Our Eyes'.

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 report's recommendation has been included in the school's SESE framework which supports the systematic development of SESE throughout the school.

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