An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil Náisiúnta Leath Ardan
Seoladh na scoile/ School address	Béal Átha na Fheadha Contae Mhaigh Eo
Uimhir rolla / Roll number	16911H

Date of Evaluation: 10-12-2019

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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 of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

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: Evaluation of Provision for Pupils with Special Educational Needs (SEN) **Date of Inspection:** 11-05-2017 **Report Published?** Yes	**Date of Inspection:** 10-12-2019

Follow-through inspection activities

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

- Meeting with principal
- Discussion 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
The staff as a whole, led by the principal, should work collaboratively to implement whole-school initiatives in literacy and numeracy.	**Good progress** A new principal was appointed in September 2018. The newly appointed principal, in collaboration with the staff, has taken positive steps to implement whole-school initiatives. The school, as part of its engagement in school self-evaluation (SSE) has prioritised the development of pupils' handwriting. Pupils are engaging in meaningful writing activities and producing good-quality work. While the writing genres are being taught, this is not systematic. A whole-school structured approach for the teaching of the writing genres should now be agreed. Teachers are reviewing their approach to the teaching of spellings. They have conducted assessments in spelling and, in some settings, have discontinued the use of workbooks. This is commended. The board of management has invested in an oral language and reading programme for use across the school. Assessments have been carried out for a peer tutoring initiative; pupils in the senior classes will participate in this initiative. Aspects of *Ready, Set, Go Maths* are implemented in the infant classroom and the work is commendable. There is scope to develop numeracy initiatives in the middle and senior classes, with an emphasis on skill development such as problem solving.
A review of the deployment of additional teaching resources for special educational needs should take place without undue delay. More in-class support should be implemented.	**Good progress** The school has made good progress in developing its range of supports for pupils with additional needs. The board of management has ensured that the lowest pupil-teacher ratio is adhered to in the infant setting, thus prioritising early intervention. In-class models of support are implemented in all three classrooms and teachers plan collaboratively. On the day of the evaluation, in-class support was observed in all mainstream settings, with teachers involved in teaching small groups. Overall, the approaches being adopted are having a

	positive impact on pupils' learning. However, there is scope to extend this provision further. The principal and teachers should investigate organisational aspects to achieve this.
The arrangement whereby certain class groups are withdrawn on a daily basis for mathematics instruction should be discontinued.	**Very good progress** Support teachers are now deployed appropriately in accordance with the provisions of DES Circular 13/17. Class groups are no longer withdrawn for whole-class instruction.
In order to record and track pupils' progress in a more systematic manner, the principal should co-ordinate the development of student support files for all pupils requiring support.	**Good progress** The whole-school policy for special education needs (SEN) has been updated recently and ratified by the board. It provides clear and useful guidance for the whole staff in relation to SEN planning and provision. The school has compiled a register of all pupils receiving support. Teachers have adopted successfully and implemented the *Continuum of Support* framework. Student support files are compiled for all pupils with additional learning needs and outline the priority learning needs of the pupils. There is a need to ensure that a consistent approach is implemented by support teachers. In addition, assessment information should be included as part of the student support files.
Teachers should differentiate lesson materials and learning activities to cater for the range of identified needs in their classes.	**Good progress** The implementation of in-class support and team teaching has supported differentiation practices in mainstream settings. On the day of the evaluation, teachers differentiated lesson content successfully. In lessons observed, pupils were challenged appropriately, had access to supportive resources and received individual attention where required. Teachers' planning outlines the target pupils for whom differentiation is required. Pupils have access to a wide range of reading material for supplementary reading and this is recorded and tracked very effectively. There is scope for the development of small-group literacy interventions whereby pupils have access to materials appropriately matched to their reading abilities. This could be facilitated through in-class support.

Summary of findings

Good or very progress has been identified in relation to the four key recommendations of the original report. The newly appointed principal expressed a high level of enthusiasm for developing her curriculum leadership role and progressing consistent teaching approaches as a priority. SEN resources allocated to the school are now deployed appropriately.

Recommendations

- Where appropriate, further opportunities for in-class support should be investigated and extended throughout the school.
- A whole-school structured approach to the teaching of the writing genres should be agreed.
- Pupils should be provided with opportunities to participate in small-group literacy initiatives appropriately matched to their reading abilities.

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

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