An Roinn Oideachais
Department of Education

Follow-through inspection

on progress made by the school since the **Curriculum Evaluation in Subject** carried out in January 2023

Report

REPORT

Ainm na scoile/School name	S N Mhanachain
Seoladh na scoile/School address	Tubber Moate Co. Offaly
Uimhir rolla/Roll number	17540D
Dáta na cigireachta/ Date of evaluation	29/11/2024
Dáta eisiúna na tuairisce/Date of issue of report	24/02/2025

Follow-Through Inspection

Follow-Through inspections evaluate the progress a school has made on implementing recommendations made in an earlier inspection. During a Follow-Through inspection, inspectors may also advise the school on what other actions they can take to fully implement these recommendations.

This inspection followed up on the progress the school made in implementing the main recommendations in the inspection carried out in January 2023: Curriculum Evaluation in English. Published school reports can be accessed here.

How to read this report

The first part of the report describes what the inspector did during this Follow-Through inspection.

The main section of the report describes the progress the school has made in implementing each of the main recommendations made in the original inspection. Inspectors use one of the following terms in describing this progress: very good, good, partial or no progress. These terms are explained on the last page of the report.

The report then briefly describes the process school leaders used to implement the recommendations. School leaders includes the principal, the deputy principal and assistant principals. It also includes teachers with posts of responsibility and any member of the school community who has undertaken roles related to the school's priorities.

The report concludes with advice to help the school fully implement the recommendations made in the original inspection, where such advice has been provided to the school.

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.

Actions of the school to safeguard children and prevent and tackle bullying

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Anti-bullying</td></tr>
<tr><td>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.</td><td>1. The school has developed an anti-bullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) or Bí Cineálta (2024) and this policy is reviewed annually.
2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils/students.</td></tr>
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The school met the requirements in relation to each of the checks above.

The following activities took place during the Follow-Through inspection:

- Meeting with senior leadership team
- Interview with members of in-school leadership team or subject co-ordinator
- Review of school documentation and records, and pupils'/students' work
- Review of resources
- Observation of teaching and learning
- Interaction/meeting with pupils/students

Findings on progress made on recommendations

Teachers should create additional opportunities for pupils to use language and further develop their digital and literacy skills for different purposes and a variety of audiences.

Good Progress

Pupils engaged in a range of oral language activities in lessons observed. Pupils explained the processes and outcomes of language learning activities confidently. They had opportunities to share ideas, give their opinions and use language to develop their language skills. Literacy skills were supported through the effective use of active learning experiences and digital technologies. These experiences promoted choice and a sense of purpose in using language and technology. Engagement in STEM projects, opportunities to present work and shared reading experiences across classes further developed pupils' digital and literacy skills. Regular assemblies provided pupils with opportunities to make oral presentations to their peers. The review of the whole-school plan for English and the development of pupils' digital skills have been identified as current priorities. As school leaders and teachers engage in this process consideration should be given to how pupils' literacy skills, including digital literacy skills should be developed incrementally as they progress through the school.

While pupils had regular opportunities to develop their writing skills, teachers should provide pupils with autonomy to choose topics of personal interest and curiosity and engage in the writing process across a range of genres.

Good Progress

Pupils' work in copies reflected the teaching of writing genres and pupils' writing for a variety of purposes. In lessons observed pupils had autonomy to choose topics of interest as they engaged in writing activities. While the writing process was supported appropriately with progression in language learning evident in lessons observed, pupils had difficulty using the language associated with writing genres effectively to describe their learning. In some settings teachers displayed the language of writing genres and displayed and celebrated pupil's written work. This very good practice should be extended to all classroom settings. While pupils' written work in English was regularly monitored throughout the school, pupils were not actively encouraged to draft and edit their own work. There was limited evidence of teachers providing pupils with constructive feedback on how to improve their work. Pupils should be encouraged to take personal responsibility for improving their writing in English by drafting and editing their written work, noting and implementing teachers' feedback.

The principal and board of management should ensure as a matter of urgency that all special education teachers are deployed appropriately in accordance with the Department of Education's Circular 0013/17.

Very Good Progress

Special education teachers were deployed appropriately in accordance with the Department of Education's circular 0013/17.

The process of implementing the recommendations

There were regular worthwhile opportunities created for emergent writers to explore writing in a purposeful manner. In writing activities observed, pupils were provided with a number of meaningful choices to write about. School leaders promoted and facilitated the development of pupil voice and pupil leadership through the establishment of a Students' Council. Pupils spoke about using digital technologies to develop their literacy and numeracy skills, creating books and completing research. School leaders engaged with Oide, who provided teacher professional learning on the writing process. The whole-school plan for English was under review. The draft plan for English outlined a whole-school

approach to the teaching of the writing genres. This was reflected in classroom practice and impacted positively on the teaching and learning in literacy throughout the school. As the whole-school plan for English is reviewed, consideration should be given to exploring how pupils' digital literacy skills should be developed incrementally as they progress through the school.

Recommendations

- As school leaders and teachers review the whole-school plan for English, consideration should be given as to how pupils' literacy skills, including digital literacy skills should be developed incrementally as they progress through the school.
- All teachers are advised to display the language of writing genres and pupils' written work. Pupils should be encouraged to take personal responsibility for improving their writing in English by drafting and editing their work, noting and implementing teachers' feedback.

The Quality Continuum for progress made on implementing the recommendations
Very good progress indicates that appropriate action has been taken to address the recommendation. The action has fully achieved or will achieve the required outcome.
Good progress indicates that appropriate action has been taken to address the recommendation. Substantial improvement has occurred, although further progress is necessary.
Partial progress indicates that some appropriate action has been taken to address the recommendation. Some improvement has occurred, but considerable further progress is necessary.
No progress indicates that no action has been taken. The original recommendation remains to be addressed.