An Roinn Oideachais
Department of Education

Follow-through inspection

on progress made by the school since the **Curriculum Evaluation in Mathematics** carried out in September 2022

Report

REPORT

Ainm na scoile/School name	Scoil Cholmcille
Seoladh na scoile/School address	Acres Burtonport County Donegal
Uimhir rolla/Roll number	18286U
Dáta na cigireachta/ Date of evaluation	14/11/2024
Dáta eisiúna na tuairisce/Date of issue of report	09/01/2025

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 September 2022: Curriculum Evaluation in Mathematics. 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 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.

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 principal
- Interview with members of in-school leadership team
- Review of school documentation and records, and pupils' work
- Observation of teaching and learning
- Interaction with pupils

Findings on progress made on recommendations

Teachers should agree and implement a developmental mathematical language programme to further develop pupils' use of subject-specific terminology in Mathematics.

Good Progress

Teachers had worked collaboratively to develop and implement a mathematical language programme to specifically target and improve pupils' awareness, knowledge and use of subject-specific terminology. Pupils in each classroom maintained very effective Mathematics dictionaries with middle and senior pupils also recording their learning journeys in mathematics journals. The contents of the mathematics journals were observed to be attractively presented and of a very high standard. Teachers employed a very good dialogic approach during teaching and provided very suitable opportunities for pupils to engage in talk and discussion with their peers. Pupils demonstrated very good understanding of mathematical concepts and very good ability to articulate their thinking during lessons. In the excellent preparation for teaching observed, specific delineation of terminology to be taught was included in the teachers' recorded preparation. This excellent approach should now be disseminated for all teaching and learning classrooms and settings. Greater reference to the learning intentions with regard to pupils' use of mathematical language during teaching and learning would also enhance this aspect of provision further.

Teachers should make greater use of assessment in informing the target-setting, monitoring and review that underpins collaborative and individual support plans in order to optimise the potential progress of pupils in Mathematics.

Partial Progress

Teachers used the analysis of yearly standardised assessment results in Mathematics to inform teaching and learning as well as identifying pupils who would benefit from additional support in Mathematics. Further depth in the analysis and diagnostic assessment information is required in order to better support suitable target-setting, monitoring and review of collaborative and individual support plans. A review of the whole-school plan for assessment would be useful in providing further guidance for teachers regarding the effective analysis of a greater range of suitable assessments in accordance with the priority learning needs of pupils.

The process of implementing the recommendations

School leadership had adopted a commendable approach in developing collaborative and distributed responsibilities in seeking improvement with regard to the language programme. Teachers had collectively developed an incremental plan for the development of pupils' understanding and use of mathematical language. The school had also sought and received bespoke continuing professional learning with regard to the finalisation of the mathematical language programme in ensuring its complementarity with the *Primary Mathematics Curriculum* (2023) as well as its reflection of the specific school context. Approaches utilised by teachers and pupils in individual classrooms also ensured that talk and discussion played a central role in teaching and learning. There was a very good focus on supporting and celebrating pupil achievement in Mathematics, which included providing valuable opportunities for pupils to record their learning journeys from year to year. This very good collaborative approach would be useful in seeking to bring about improvement in the school's use of evidence-informed decision-making through a wider range of assessments and analyses to optimise the learning opportunities for pupils in receipt of additional support.

Recommendations

- Teachers should ensure greater reference to expectations of pupils with regard to their use of mathematical language during teaching and learning to further optimise learning opportunities for all pupils.
- Teachers should make greater use of assessment in informing the target-setting, monitoring and review that underpins collaborative and individual support plans in order to optimise the potential progress of pupils in Mathematics.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

We are in agreement with the content of the report and believe it is a fair representation of the areas examined. We appreciate the acknowledgement of success and effort, and welcome the constructive suggestions for improvement, which we are committed to putting into practice.

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 staff has met to discuss the findings of the report and are currently formalising a plan that will ensure greater reference to expectations of pupils with regard to their use of mathematical language during teaching and learning to further optimise learning opportunities for all pupils. As recommended, we plan to explicitly introduce, teach and assess the relevant mathematical language required for each mathematics lesson using the WALT and WILF strategies. As also recommended, this terminology will be referenced in our short-term planning.

We will review our whole-school plan for assessment, to further guide us on a range of suitable assessments in accordance with the priority learning needs of pupils. In particular, we plan to invest in specific evidence-based diagnostic assessment tools. We will then use these assessment tools to inform the target-setting, monitoring and review that underpins collaborative and individual support plans to optimise the potential progress of pupils in Mathematics.

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.

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