An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Sacred Heart National School, Caim
Seoladh na scoile/ School address	Caim Enniscorthy Co Wexford
Uimhir rolla / Roll number	11380A

Date of Evaluation: 30-01-2018

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

WHAT IS A 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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: WSE-MLL	**Date of Inspection: 30-01-2018**
Date of Inspection: 03 October 2014	
Report Published? Yes	

Follow-through inspection activities

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

- Meeting with Principal
- Interview with members of in-school management team
- Interview 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 increased provision of opportunities for the pupils to engage in collaborative, problem-solving approaches to learning is advised.	**Very good progress** During the evaluation, increased opportunities for active and collaborative learning were evident in Mathematics, Irish, and Social, Personal and Health Education. Open-ended, problem-solving approaches, games and puzzles are used very effectively to promote pupils' critical thinking skills during station teaching in Mathematics. A specific focus on higher-order thinking skills during team-teaching approaches in literacy has also been prioritised. Pupils were asked for their views on the most effective ways to learn. As a result, the school has invested in new resources for numeracy and literacy. The school plans to compile a portfolio of the pupils' open-ended, problem-solving work. Some teachers have engaged in continuing professional development (CPD) in relation to problem-solving approaches in Maths. Information from this CPD was disseminated to staff and new teaching approaches were modelled. In addition, the Professional Development Service for Teachers (PDST) has provided whole-staff input on the promotion of higher-order learning skills in English.

In order to improve learning outcomes in Irish further, the teachers should focus on developing the pupils' oral competence and confidence in using the language.	**Good progress** An increased emphasis has been placed on providing opportunities for the pupils to practise their oral skills in Irish in both the classrooms and the playground. During the evaluation, opportunities were provided for pupils' active engagement in the progression of their understanding and speaking skills. A strong emphasis was placed on teaching songs and poems and on the promotion of the pupils' ability to use verbs. Assessment of and for learning in Irish is a regular feature of teaching in some classes. A review of the whole-school plan for Irish is currently underway. As part of this process, a plan for the incremental teaching of verbs across the school has been developed. Prior to the moratorium, Irish was chosen as the third subject for development as part of school self-evaluation (SSE). Responsibility for the development of the pupils' competence and confidence in Irish is now one of the duties of the recently appointed assistant principal. Teachers model the use of Irish as the language of communication with each other. They willingly share their ideas with other teachers in the school and they have developed a new template for short-term planning to reflect changes in emphases in their teaching. Teachers report an increase in pupils' positive dispositions towards Irish and this was strongly evident in the middle classes during the evaluation. Teachers at infant level and in some support contexts are developing stronger home-school links by sending home lists of Irish phrases being taught in the school.

Summary of findings

- The school has made very good progress in increasing the provision of opportunities for the pupils to engage in collaborative, problem-solving approaches to learning.
- Good progress has been achieved in focusing on developing the pupils' oral competence and confidence in using the Irish language in order to improve learning outcomes in Irish further.

Recommendations

- The school should continue to embed and monitor the implementation of initiatives to support and develop the pupils' oral language skills in Irish. As part of the review of the school plan, the staff is advised to compile benchmarks for learning which identify specific learning targets for pupils' oral competence and confidence in using the language at each class level. The results of assessment should be used to track and measure pupil achievement from year to year.

CHILD PROTECTION

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed near the main door of the school.
3. The school has a Child Protection policy in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

The school met the requirements in relation to each of the checks above.

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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