An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Colman's National School
Seoladh na scoile/ School address	Stradbally Co. Laois
Uimhir rolla / Roll number	20353V

Date of Evaluation: 16-11-2017

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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Whole School Evaluation **Date of Inspection:** 16-11-2015 **Report Published?** Yes	**Date of Inspection:** 16-11-2017

Follow-through inspection activities

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

- Meeting with principal and senior management team
- Review of school documentation and records and pupils' work
- Observation of teaching and learning
- Feedback with relevant teachers
- Interaction with pupils
- Contact with chairperson of board of management

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
The school should devise and implement a structured oral language programme in Irish and English which is contextualised to the particular needs of the pupils in each class setting.	**Good progress** The school has collaboratively devised and implemented some clear and structured approaches to pupils' oral language development. Specific grammar, language exemplars, and informal language for each class are documented in the whole-school plan for Irish. An incremental list of specific language pertaining to the ten themes of the Irish curriculum, indicating what pupils will learn as they progress through the school, should also be included in this plan, and in turn, used consistently by teachers to inform their short-term planning. Commendably, whole-school planning for oral language in English is clearly informed by the curriculum documents. Further contextualisation of this English planning is required to clearly articulate specific language learning outcomes for pupils at each class level.
The school should review its approach to the identification of priority learning needs and the setting of targets in individual support plans for pupils with additional learning needs	**Very good progress** The statements of priority learning needs for pupils with special educational needs (SEN) are articulated very clearly in the support plans provided, and are appropriately informed by any available professional reports. Targets set for pupils' progress are linked effectively to these priority learning needs. While there are many instances of very effective target setting, each teacher should ensure that all the targets they set for pupils are specific and measurable.
Whole-school curriculum plans need to be fully contextualised to the needs of the	**Very good progress** The school is earnestly and effectively engaging with this recommendation. A clear strategic action plan to collaboratively review all curriculum plans has been devised and is being

school in order to more effectively inform individual teachers' planning and practice.	implemented. In the plans reviewed to date, good guidance is provided to teachers' classroom planning and practice. The school should continue working on its strategic approach to the collaborative review of whole-school curriculum plans to ensure that each one offers similar guidance.

Summary of findings

- While good progress has been made in relation to the provision and implementation of structured oral language programmes in Irish and English, further contextualisation is required to support and guide teachers' classroom planning and practice.
- Priority learning needs for pupils with SEN are clearly stated; while targets are clearly linked to priority learning needs, there is a need to ensure all targets are specific and measurable.
- A strategic plan for the collaborative review of all curriculum plans is being implemented and very good progress has been made overall.

Recommendations

- The specific language that pupils will learn at each class level under the ten themes in the Irish curriculum should be included in the whole-school plan.
- The schools' oral language plan should clearly articulate specific language learning outcomes for pupils at each class level.

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.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The BOM of St Colman's NS is delighted that the inspectorate of the Department of Education and Skills have publicly acknowledged the very good progress made across the school in relation to identification of priority learning needs and the setting of targets in in individual learning plans for pupils with additional learning needs. The acknowledgment of the school's effective strategic plan to contextualize the school's curriculum planning is greatly appreciated.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The Board of Management has considered the Follow through Report recommendation carefully and is fully committed to working towards its implementation. The specific language that the children will learn at each class level under the ten themes in the Irish curriculum has been included in the whole-school plan. Our updated oral language plan articulates specific language learning outcomes for pupils under the newly implemented oral language curriculum.