An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Joseph's N.S.
Seoladh na scoile/ School address	Kingscourt Co. Cavan
Uimhir rolla / Roll number	20172R

Date of Evaluation: 14-10-2019

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Department of Education and Skills

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 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.

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: Whole School Evaluation	**Date of Inspection: 14-10-2019**
Date of Inspection: 10-11-2016	
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/members of staff
- 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
Greater use should be made of the analysis of assessment data to inform lesson objectives and learning activities that are appropriately differentiated for the wide range of learning abilities.	**Very good progress** A range of assessment data has been analysed and used purposefully to inform differentiated learning activities on a whole-school basis. Standardised assessment data in literacy and numeracy has been analysed carefully to identify improvement priorities, such as fractions and problem-solving in Mathematics and comprehension skills in English. Assessment data is also used to inform in-class support interventions which are designed to meet the range of pupils' needs. Reading material is suitably aligned to the diversity of pupils' instructional reading levels and the book club programme in operation is responsive to pupils' varying interests and abilities. A review of teachers' planning indicates appropriate consideration for differentiated provision in most instances. There remains some scope to increase the emphasis on developing pupils' higher-order thinking by extending the use of objectives drawn from the upper levels of Bloom's Taxonomy in teachers' individual planning. Many pupils in the classes visited during the inspection could articulate with confidence the range of learning objectives and the variety of learning activities associated with particular topics and lessons.
In the planning and delivery of Mathematics' lessons, teachers should provide more challenging learning activities for the more able pupils.	**Very good progress** A whole-school approach has been adopted to developing more challenging learning activities for the more able pupils. A strong emphasis on the development of pupils' problem-solving and reasoning skills is reflected in teachers' individual planning and in

	school self-evaluation records. Very good provision for more able pupils was also evident in practice during the lessons observed on the day of the inspection. Pupils demonstrated very high levels of motivation in relation to their learning experiences in Mathematics and described a range of learning activities that they found challenging and beneficial.
In order to ensure appropriate continuity and progression in Music, a more structured and systematic approach to curriculum implementation is needed.	**Good progress** A member of the in-school management team has successfully co-ordinated a review of the whole-school policy for Music and, together with the staff, has delineated clear content for each class level to support incremental development in pupils' learning and systematic implementation. A review of teachers' planning and monthly progress reports indicates that attention is given to all three strands of the Music curriculum. During the inspection, the pupils demonstrated very good song singing and familiarity with a wide range of musical compositions. Overall, pupils' understanding of musical literacy remains underdeveloped and there is inconsistency in practice from class to class regarding the use of the recorder as a musical instrument. There remains need to enhance monitoring of the implementation of the comprehensive whole-school plan for Music to ensure optimum continuity and progression in pupils' learning.
Tá gá le cur chuige córasach, céimniúil a chur i bhfeidhm do mhúineach na Gaeilge ionas go mbeidh leanúnachas agus forbairt i bhfoghlaim na ndaltaí. *There is need to implement a structured, systematic approach to the teaching of Irish to ensure continuity and development in the pupils' learning.*	**Good progress** Taréis an meastóireacht scoile uile, chuir an fhoireann scoile plean feabhsúcháin le chéile agus d'éirígh leo an plean seo a chur i bhfeidhm chun Gaeilge neamhfhoirmiúil a threisiú ar fud na scoile agus cultúr dearfach a chothú i leith na Gaeilge. Cuireadh coiste ar bhun le daltaí, múinteoirí agus tuismitheoirí chun eachtra éagsúla i nGaeilge a eagrú. Dúrit na daltaí ón gcoiste seo gur bhain siad taitneamh agus tairbhe go háirithe as na tionól rialta agus as na cluichí éagsúla trí Ghaeilge. Is inmholta gur éirigh leis an scoil an Ghaelbhratach a bhaint amach le déanaí. Cuireadh scéim nua leabhair uile-scoile in úsáid ag foireann na scoile chun chun cur leis an leanúnachas i dteagasc agus i bhfoghlaim na Gaeilge. Cuirtear béim láidir ar an drámaíocht agus ar amhránaíocht i bhfórmhór na ranganna chun scileanna éisteachta agus labhartha na ndaltaí a fhorbairt. Tá deachrachtaí fós ag líon suntasach de na daltaí na briathra úsáid agus ceisteanna a chur go neamhspleách agus b'fhiú go bhfaigheann siad deiseanna breise chun iad a chleachtadh sna tréimhse cumarsáide agus iarchumarsáide sna ceachtanna. *After the whole-school evaluation, the school team devised an improvement plan and succeed in implementing this plan to*

	strengthen informal Irish around the school and to nurture a positive culture towards Irish. *A committee was established with pupils, teachers and parents to organise events in Irish. The pupils from this committee reported that they particularly enjoyed the regular assemblies and the various games through Irish. It is praiseworthy that the school has recently achieved their first Irish flag.* *The school team has adopted a new whole-school scheme of books in order to contribute to the continuity in teaching and learning. A strong emphasis is placed on Drama and singing in the majority of classes to develop pupils' listening and speaking skills. A significant number of pupils have difficulty in using verbs and questions independently and it would be beneficial to get additional opportunities to practise these during the communicative and post-communicative phases of the lessons.*

Summary of findings

- The school community has made very good progress in relation to two recommendations and good progress in relation to two other recommendations.
- School leaders have demonstrated very good capacity to lead teaching and learning and recognise the need to progress further in relation to pupils' speaking skills in Irish and musical literacy.
- The involvement of pupils in decision-making as part of the school's improvement initiatives is highly commended.

Recommendations

- The staff should monitor more closely the implementation of the whole-school plan for Music, with particular attention to be given to musical literacy.
- Ba chóir an cur chuige scoile uile i leith feabhas a chur ar theagasc agus ar fhoghlaim an Gaeilge a leathnú chun deis níos mó a thabhairt do dhaltaí briathra agus ceisteanna a úsáid; Ní mór anois monatóireacht uile-scoile níos dlúithe ar scileanna labhartha na ndaltaí a chur i gcrích.
  The whole-school approach to enhancing teaching and learning in Irish should now be extended to include greater opportunity for pupils to use verbs and questions; closer whole-school monitoring of pupils' speaking skills in Irish should now be established.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The board welcomes this report and is very pleased that the Inspectorate acknowledges the very good work undertaken and the progress made in the areas of differentiated mathematics' lessons and the analysis of assessment data to inform planning. It also commended the school achievement of the Gaelbhratach for Gaeilge. The board of management wishes to thank the school community, school staff and particularly the in-school leadership team for their work in successfully addressing the recommendations of the whole-school evaluation report.

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection

Leanfaimid orainn ag obair chun an Ghaeilge labhartha a dhaingniú a thuilleadh. Chun cabhrú lenár bpleanáil, tá tús curtha againn leis an bpróiseas chun liosta briathra, ceisteanna agus frásaí do gach rang a dhaingniú sa phlean scoile. Forbróimid na tagarmharcanna atá againn anois de réir mar a dhéanaimid athbhreithniú ar ár bplean scoile i mbliana.

We will continue to work as a whole school to embed spoken Irish further. In order to help with our planning, we have begun the process to develop a whole school approach to core verbs phrases and questions at each class level. We will progress the benchmarks we currently have as we review our school plan this year. We will also review our musical literacy to ensure optimum continuity and progress in pupils' learning.

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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