An Roinn Oideachais
Department of Education

Follow-through inspection

on progress made by the school since the **Whole School Evaluation – Management, Leadership and Learning** carried out in May 2023

REPORT

Ainm na scoile/School name	Abbeycarton NS
Seoladh na scoile/School address	Bishop Street Elphin Co. Roscommon
Uimhir rolla/Roll number	19809I
Dáta na cigireachta/ Date of evaluation	05/02/2025
Dáta eisiúna na tuairisce/Date of issue of report	06/06/2025

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 May 2023: Whole School Evaluation – Management, Leadership and Learning. 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; a response was not received from the board.

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
- Interview with relevant teachers/members of staff
- Review of school documentation and records, and pupils' work
- Observation of teaching and learning
- Interaction with pupils
- Communication with chairperson of board of manage

Findings on progress made on recommendations

The board of management should hold a minimum of one meeting per school term and should hold not less than five meetings in any school year to enable the school fulfil its requirements in relation to the anti-bullying checks above and to oversee the effective management of the school.

Partial Progress

The board of management recorded five meetings in the academic year 2023-24, which enabled it to fulfil its requirements in relation to the anti-bullying checks, child protection requirements and management of the school. Records of those meetings have been brief. It has listed the five meetings scheduled for the current academic year. It is recommended that these minutes are appropriate and follow a template similar to the sample template provided by the Catholic Primary School Management Association (CPSMA). The minutes of the proceedings of the board need to be comprehensive to enable the members of the board of management fulfil their responsibilities and duties to oversee the effective leadership and management of the school. An agreed record of the meeting also needs to be prepared so it can be shared with the school community.

The board of management and principal should ensure that the responsibilities of the members of the in-school management team are in line with Department of Education Circular 0044/2019, to enable the development of leadership and management, in particular curriculum leadership.

Good Progress

The responsibilities of the members of the in-school management (ISM) team have been devised in line with the Department of Education Circular 0044/2019 and according to the domains in *Looking at Our School 2022: A Quality Framework for Primary Schools*. The post holders have demonstrated the good progress they have made in fulfilling the duties attached to their posts, which includes curriculum leadership responsibilities. It is recommended that the principal convene regular ISM meetings so that its members can work as a team and share responsibility to meet the management and curriculum leadership requirements of the school. It is also recommended that the assignment of roles and responsibilities be reviewed at regular intervals, but at a minimum every two years, and developed to meet the changing priorities of the school, in particular, curriculum leadership needs. Each ISM member should submit an annual report to the principal on the implementation of their duties, to be communicated to the board.

The board of management and principal should establish a communication platform to support meaningful and regular communication between parents and the wider school community.

Very Good Progress

School leadership has established a good online social media presence, which has been used regularly by the school since the original evaluation. The school uses an enhanced communication platform to

support meaningful communication between home and school. The school's website could also be further developed into a meaningful communication tool.

The parents' association should be provided with greater opportunities to input into policy development and the school self-evaluation process.

Partial Progress

Parents were issued with questionnaires to seek their views on literacy development and with surveys to seek their opinions on the Social, Personal and Health Education (SPHE) policy content. The school communicated the language being used in the implementation of the Relationships and Sexuality Education (RSE) curriculum to parents and guardians. The DEIS action plan needs to be updated to include additional programmes and initiatives in use in the school. It is recommended that parents are involved in its redevelopment. The parents' association should be actively engaged in policy development and review.

The process of implementing the recommendations

School leadership and management made partial progress in two recommendations, good progress in one recommendation and very good progress in another recommendation. School management convened five board of management meetings in the previous academic year but records were short. School management assigned duties to all post holders who have demonstrated good progress in fulfilling their duties. School management has established meaningful communication platforms between home and school. The school has started to seek the views of parents in relation to aspects of the curriculum, but the parents' association members need to be actively engaged in policy formation and review. The school needs to review the school's DEIS action plan.

Recommendations

- The board of management should continue to hold a minimum of five meetings per year and furnish comprehensive records of meetings outlining the manner in which it is overseeing the effective management of the school.
- The ISM team should convene regular team meetings and each member of the team should prepare an annual report on the implementation of their duties.
- The parents' association should be actively included in policy development and the school self-evaluation process.

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.