An Roinn Oideachais
agus Óige
Department of Education
and Youth

Follow-through inspection

on progress made by the school since the **Whole School Evaluation – Management, Leadership and Learning** carried out in May 2024

REPORT

Ainm na scoile/School name	Scoil Náisiúnta Faitche
Seoladh na scoile/School address	Toorgarve Fahy Westport County Mayo
Uimhir rolla/Roll number	13555T
Dáta na cigireachta/ Date of evaluation	11/12/2025
Dáta eisiúna na tuairisce/Date of issue of report	10/03/2026

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 2024: 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 of the school 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>Bí Cineálta</td></tr>
<tr><td>1. The name of the DLP and the Child Safeguarding Statement (CSS) are prominently displayed near the main door of the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS.
2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited were aware of who to go to if they had a child protection concern.</td><td>1. The school has developed an anti-bullying policy using Appendix A of Bí Cineálta, it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it.
2. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and students/pupils.
3. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of Bí Cineálta</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
- Review of school documentation and records, and pupils' work
- Review of resources and facilities
- Observation of teaching and learning
- Interactions with pupils

Findings on progress made on recommendations

Teachers should provide more opportunities for pupils to peer and self-assess their work in order to further promote pupils' critical thinking skills and ability to justify their answers.

Very Good Progress

Whole-school approaches had been introduced to promote the development of pupils' self-assessment skills. Rubrics had been used to support this process, for example enabling the pupils to reflect on their own handwriting and presentation, and to help them to decide on how best to improve their work. It was highly commendable that, in interactions with the inspector, the pupils were articulate in describing their self-assessment activities, the purpose of reviewing their own work, and the key features to keep in mind when improving their work. At some class levels, pupils were given opportunities to record comments on a selection of their own work which they reviewed. They identified aspects they were proud of and outlined areas they intended to improve in the future. All pupils selected samples of their creative work for inclusion in their portfolios.

There was also evidence that approaches to spelling and dictation had a positive effect on pupils' abilities to reflect on, and justify their answers. The school plans to introduce peer-assessment as the next phase of their three-year approach to implementing this recommendation.

The school should conduct deeper analysis of numeracy assessment data, including standardised test results, to guide differentiation of teaching and learning and targeted teaching approaches in Mathematics.

Very Good Progress

School leadership introduced the use of a digital platform to support the analysis of numeracy assessment data, enabling the identification of strengths and challenges across individual strand areas in Mathematics. Informed by this robust analysis, the special education team implemented a revised model of support to guide targeted interventions for identified pupils. The school also provided additional resources to support these interventions, including *Ready, Set, Go Maths* materials, resources for station teaching, additional digital devices, and access to digital platforms for targeted pupil support.

The DEIS plan for numeracy incorporated actions and targets to reflect the implementation of this recommendation and to promote a growth mindset among the pupils for Mathematics.

Ba chóir don scoil an cur chuige cumarsáideach a chur i bhfeidhm i ngach rang chun deiseanna sa bhreis a thabhairt do dhaltaí an Ghaeilge ó bhéal a úsáid agus chun Gaeilge labhartha na ndaltaí a fheabhsú.

The communicative approach should be implemented in all classes to give additional opportunities to pupils to use oral Irish and to improve the pupils' spoken Irish.

Good Progress

Baineadh úsáid as amhráin, rainn agus geatsaíocht chun rannpháirtíocht ghníomhach agus taitneamh a chothú sna ceachtanna. Spreag na múinteoirí na daltaí chun abairtí iomlána a úsáid ina gcuid freagraí. Baineadh úsáid éifeachtach as córfhreagraí agus obair i mbeirteanna chun úsáid na Gaeilge labhartha a

chur chun cinn. Bhí na daltaí tumtha sa Ghaeilge le linn na gceachtanna a breathnaíodh. I ranganna áirithe, bhí na daltaí in ann ceisteanna a chur agus a fhreagairt go muiníneach.

Cé go raibh dul chun cinn maith déanta maidir leis an moladh seo a chur i bhfeidhm, bhí gá fós cur leis na deiseanna a bhí ag gach dalta an teanga a labhairt go gníomhach. Tar éis na céime múinte den cheacht, ba chóir do mhúinteoirí a chinntiú go mbíonn go leor deiseanna ag na daltaí úsáid neamhspleách a bhaint as na heochairfhocail agus nathanna cainte a mhúintear, mar shampla trí obair bheirte agus obair i ngrúpaí beaga, drámaí agus úsáid na Gaeilge i gcomhthéacsanna éagsúla. Bheadh sé úsáideach freisin do na múinteoirí deiseanna rialta a thabhairt do dhaltaí a dteanga agus a stór focal nua a chleachtadh le linn a ngnáthaimh laethúla, mar shampla, trí Nuacht na Maidine.

Songs, rhymes and gestures were used to promote active participation and enjoyment in the lessons. The teachers encouraged the pupils to use complete sentences in their responses. Effective use was made of choral responses and pair work to promote the use of spoken Irish. The pupils were immersed in the Irish language during the lessons observed. In some classes, the pupils were able to ask and answer questions confidently.

While good progress had been made in implementing this recommendation, there was still a need to expand the opportunities for all pupils to speak the language actively. Following the teaching phase of the lesson, teachers should ensure that the pupils have lots of opportunities to use the key vocabulary and phrases taught independently, for example through pair and small group work, dramas, and using Irish in a variety contexts. It would also be useful for the teachers to provide pupils with regular opportunities to practise their new language and vocabulary during their daily routine, for example, through Nuacht na Maidine/Morning News.

The process of implementing the recommendations

Following the completion of the Whole School Evaluation – Management, Leadership and Learning, the board of management submitted a comprehensive response for inclusion in the report. It outlined the school's commitment to the implementation of the recommendations. There was clear collaboration between the principal, in-school leadership team, and staff as they analysed the recommendations of the report, reflected on practice, and devised an improvement plan to address the recommendations.

A three-year approach was devised and the recommendations informed the school's DEIS planning for numeracy and literacy.

Recommendations

- Teachers should expand the opportunities for all pupils to use spoken Irish actively in various school contexts. Following the explicit teaching phase of the lesson, teachers should ensure that the pupils have lots of opportunities to independently use the key vocabulary and phrases taught, for example through pair and small-group work, drama, and using Irish in a variety of contexts. It would also be useful for the teachers to provide pupils with regular opportunities to practise their new language and vocabulary during their daily routine, for example, through N*uacht na Maidine*/Morning News.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management accepts the content of the inspection report and looks forward to continuing to work to develop and improve our school in partnership with the various stakeholders.

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 school has a plan to provide opportunities for our pupils to extend their Gaeilge vocabulary and practise this vocabulary in a variety of situations.

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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