An Roinn Oideachais agus Óige
Department of Education and Youth

Follow-through inspection

on progress made by the school since the **Curriculum Evaluation in Mathematics** carried out in January 2024

REPORT

Ainm na scoile/School name	Padraig Naofa N S
Seoladh na scoile/School address	Avoca Co Wicklow
Uimhir rolla/Roll number	18198A
Dáta na cigireachta/ Date of evaluation	21/04/2026
Dáta eisiúna na tuairisce/Date of issue of report	17/06/2026

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 January 2024: Curriculum Evaluation in Mathematics. Published school reports can be accessed here.

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.

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.

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 and/or senior leadership team *YES*
- Interview with members of in-school leadership team or subject co-ordinator *YES*
- Interview with relevant teachers/members of staff *YES*
- Review of school documentation and records, and pupils' work *YES*
- Review of resources and facilities *YES*
- Observation of teaching and learning *YES*
- Interaction/meeting with pupils *YES*
- Communication with parents *NO*
- Communication with chairperson of board of management *NO*

Findings on progress made on recommendations

In some settings, there was an over-dependence on teacher-directed instruction and literal and predictive questioning. Teachers should provide increased opportunities for pupils to explain and justify their answers and use greater levels of open-ended, higher order questioning.

Very Good Progress

Following the curriculum evaluation, teachers availed of professional learning support in relation to mathematics teaching and learning from Oide, the support service for school leaders and teachers. They discussed approaches to open-ended questioning and tasks at staff meetings. They decided that teachers would consistently specify examples of open-ended questions in their individual recorded preparation and planning for lessons. They trialled and shared new resources to support teaching and learning in Mathematics.

In the lessons observed, teachers adopted a variety of active learning and discussion-based strategies such as think, pair, share and the increased use of pair and group work. They also provided regular opportunities for pupils to engage in more hands-on, playful and collaborative learning. A good range of visual supports and the increased use of manipulatives and problem-solving activities, enriched lessons. Teachers focused on using open-ended questioning techniques to stimulate mathematical reasoning among pupils. They encouraged pupils to justify their answers and compose their own questions. In some lessons, teachers very effectively used the idea of 'waiting time' to allow pupils to think about their answers to questions and encouraged pupils to build upon the contributions of others during whole-class discussions. Pupils were given opportunities to lead learning within station work. The use of mathematics journals was extended to all classes in the school to deepen pupils' self-reflection and understanding of mathematical skills and further develop their ability to orally communicate their thinking.

There was potential to further strengthen team-teaching approaches. SET teachers' recorded preparation and practice should link more closely with pupils' targets as set out in their school support plans and targets in all cases should be informed by baseline assessment.

Very Good Progress

The whole-school plan for special and additional needs (SEN) was updated to more closely reflect changes in the school's context and its practices around SEN and team teaching. Special education team teachers availed of professional training from the National Council for Special Education (NCSE) in relation to planning for and the provision of support, target setting and the identification of pupils with SEN. All staff received training from Oide on models of team teaching.

Special education teachers and class teachers made very good progress in relation to planning together to meet the needs of pupils with SEN. Teachers significantly increased the use of baseline assessment

in Mathematics to establish the level of pupils' prior knowledge and identify areas for support. Measurable targets were devised in light of this assessment information. To build on the very good progress to date, the increased use of diagnostic approaches to assessment to further differentiate for the gaps in pupils' skills and knowledge and to identify the next steps in learning was advised. Commendably, pupils' targets were included in both mainstream class teachers' and special education teachers' recorded preparation.

The process of implementing the recommendations

School leadership and teachers have engaged in a focused and reflective process to address the recommendations in the original curriculum evaluation report. They took a structured, whole-school approach to their implementation. Teachers, led by the principal and in-school-leadership team, looked at how they prepared for lessons and how they provided opportunities for pupils to orally explain their mathematical reasoning. They trialled and shared new teaching and learning approaches. They incorporated open-ended questioning and prompted pupils to explain and justify their thinking to achieve a better balance between teacher and pupil input in lessons. Teachers also placed a strong focus on encouraging pupils to problem-solve collaboratively. In light of a significant amount of teacher professional learning, new approaches to gathering baseline and continuous assessment information were implemented. Special education teachers worked closely with class teachers to monitor progress and create more specific and measurable learning targets for pupils. Priority was placed on strengthening team-teaching practices.

Recommendations

- To further support the development of pupils' critical thinking skills and their ability to elaborate on each other's ideas, teachers should consistently implement 'waiting time' to allow pupils to think about their answers to questions and encourage them to build upon the contributions of others during discussions.

- To build on the very good progress to date, the increased use of diagnostic approaches to assessment to further differentiate for the gaps in pupils' skills and knowledge and to identify the next steps in learning, was advised.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part B 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 welcomes the positive findings of the follow-through inspection and is pleased that the significant work undertaken since the original curriculum evaluation has been acknowledged.

The school remains committed to continuous improvement and will continue to build on these developments to further enhance teaching. learning and pupil outcomes in Mathematics.

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