An Roinn Oideachais
agus Óige
Department of Education
and Youth

Follow-through inspection

on progress made by the school since the **Curriculum Evaluation in History** carried out in November 2023

REPORT

Ainm na scoile/School name	Ballyroan Primary School
Seoladh na scoile/School address	Scoil Eoin Phoil 11 Naofa Ballyroan
Uimhir rolla/Roll number	20485P
Dáta na cigireachta/ Date of evaluation	04/12/2025
Dáta eisiúna na tuairisce/Date of issue of report	23/02/2026

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 November 2023: Curriculum Evaluation in History. 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>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
- Interview with relevant teachers/members of staff
- Review of school documentation and records, and pupils'/students' work
- Review of resources and facilities
- Observation of teaching and learning

Findings on progress made on recommendations

In order to support and monitor pupils' progress and skills development in History and their capacity to work as historians, school leaders and teachers should develop a whole-school approach to assessment.

Good Progress

The school had made good progress in relation to developing a whole-school approach to assessment. Teachers demonstrated very good use of skilful questioning to ascertain pupils' knowledge during lessons. Checklists had been developed to monitor and assess pupils' understanding of History topics. Pupils' History-based project work was on display in some classrooms. However, there was further scope for leaders and teachers to develop whole-school approaches to assessment to include teacher-designed tests, pupil work samples and to extend opportunities for meaningful pupil peer- and self-assessment. Teachers' oral and written feedback to pupils should be used to guide the next steps for the learner and to inform future teaching goals.

The whole-school plan was too general to provide adequate guidance to teachers regarding the delivery of certain aspects of the curriculum. Teachers, therefore, should refine the whole-school plan for History so that it includes a comprehensive outline of how pupils across all class levels will engage with specific local sites, artefacts and history topics.

Very Good Progress

The school had made very good progress in relation to refining the whole-school plan for History. The school policy for History had been updated and a two-year History plan had been developed which clearly outlined specific History topics and guidance for each class level.

Teachers had worked effectively together to identify local sites of historical interest. These sites had been systematically delineated according to class levels. Commendably, all classes had undertaken visits to local sites of interest during the previous school year. Some pupils ably discussed and described their class visit with enthusiasm and interest.

The school was continuing to develop its collection of artefacts to support History lessons and some interesting artefacts were on display in classrooms.

The process of implementing the recommendations

This process was led by the school principal with all staff members working together as a team. History had been identified as an area for improvement as part of the school self-evaluation process for the 2024-25 school year. School staff had reflected on their teaching of History and used an inclusive whole-school approach to plan for implementation of the recommendations. Pupils were surveyed regarding their attitudes to learning History. Formal discussions at staff meetings were held in order to address the recommendation made in the curriculum evaluation report.

Recommendations

- Leaders and teachers should develop whole-school approaches to assessment further to include teacher-designed tests, pupil work samples and extend opportunities for meaningful pupil peer- and self-assessment. Teachers' oral and written feedback to pupils should be used to guide the next steps for the learner and to inform future teaching goals.

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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