

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil Náisiúnta Ard Mhuire
Seoladh na scoile/ School address	Ballsgrave Drogheda County Louth
Uimhir rolla / Roll number	19215C

Date of Evaluation: 13-09-2017



WHAT IS A 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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Whole School Evaluation; Management, Leadership and Learning (WSE-MLL)</p> <p>Date of Inspection: 05-11-2015</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 13-09-2017</p>
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with principal and senior management team • Interview with members of in-school management team • Interview with relevant teachers • Review of school documentation and records and pupils' work • Review of resources and facilities • Observation of teaching and learning • Interaction with pupils • Contact with chairperson of board of management 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Ní mór úsáid a bhaint as fíor leabhair sa léitheoireacht Ghaeilge agus níos mó deiseanna a thabhairt do na páistí scríobh go neamhspleách. <i>In Irish, pupils should read real books and have more opportunities to write independently.</i></p>	<p>Dul chun cinn maith</p> <p>Tá dul chun cinn maith déanta maidir leis an mholadh seo ó foilsíodh tuairisc an Meastóireacht Scoile Uile; Bainistíocht Ceannaireacht agus Foghlaim. Tá roinnt gnímh curtha i bhfeidhm. Tá acmhainní nua teagaisc agus fíor leabhair don léitheoireacht faighte. Cé go bhfuil iarracht choinsiasach á dhéanamh ag na hoidí chun an Ghaeilge a chur chun cinn, ba chóir breis béime ar bhonn scoile-uile a chur ar fhorbairt scileanna léitheoireachta na ndaltaí trí deiseanna breise a thabhairt dóibh chun fíor-leabhair a léamh go rialta. Tá athbhreithniú déanta ar an bplean scoile agus cuirtear béim oiriúnach anois ar fhorbairt na scríbhneoireachta ó rang go rang. Coimeádann daltaí cóipleabhair Gaeilge don saorscríbhneoireacht le hobair as seánraí éagsúla curtha i gcrích.</p> <p>Good progress</p> <p><i>There has been good progress in relation to this recommendation since the publication of the WSE-MLL report. A number of actions have been undertaken. New teaching resources and real books for reading were acquired. While teachers are making a conscious effort to promote the Irish language, further whole-school emphasis should be placed on the development of reading skills by giving pupils extra opportunities to read real books regularly. The school plan has been reviewed and appropriate emphasis is now placed on developing writing from class to class. Pupils maintain free writing Irish copies with work in various writing genres completed.</i></p>

<p>The focus of provision for SEN and EAL should be reviewed to ensure a greater balance of models and differentiated instruction for all pupils. In addition, development of a programme and policy for EAL provision should be prioritised.</p>	<p>Very good progress</p> <p>In the current arrangements for special education support a greater emphasis has been placed on extending in-class support across the school, particularly to senior classrooms. Teachers are now deployed in a manner which better meets the individual needs of pupils. There is a suitable balance between in-class support, small-group withdrawal and individual pupil withdrawal. Collaborative approaches to planning and regular communication with class teachers underpins the work of the special education teachers. During the evaluation, high-quality team teaching in Mathematics were observed. A policy to guide provision for pupils with English as an additional language (EAL) has been devised. Teachers place a clear emphasis on developing curricular and thematic language. A register of EAL pupils is maintained and their language learning is assessed regularly and tracked from year to year.</p>
<p>Teachers should deliver a broad and balanced learning programme for PE across the school year.</p>	<p>Very good progress</p> <p>Monthly progress records indicate that teachers now deliver a broad and balanced learning programme for Physical Education (PE). The school has extended the range of physical movement opportunities. A broad range of activities including athletics, yard games, after school swim club, the Active School Flag initiative as well as links with a variety of community groups has been introduced. Teachers have undertaken professional development in PE including physical literacy, and have shared their learning at staff meetings. They are developing whole-school assessment strategies and guided approaches that emphasise pupils' skill development across the strands of the PE curriculum.</p>
<p>Summary of findings</p>	
<p>The school has made very good progress in implementing two of the main recommendations of the WSE-MLL report. Greater emphasis is being placed on in-class support approaches. A policy and programme to support EAL provision has been implemented. Teachers deliver a broad and balanced learning programme in PE. <i>Tá dul chun cinn maith déanta i bhforbairt scileanna scríbhneoireachta neamhspleách na ndaltaí sa Ghaeilge. Tá scóp ann go fóill chun léitheoireacht na ndaltaí a fheabhsú/</i>Good progress has been made in developing pupils' independent writing skills in Irish. There remains scope to improve pupils reading in Irish.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Ní mór níos mó deiseanna a thabhairt do na daltaí fíor leabhair a léamh sa Ghaeilge. <i>(Pupils should be provided with opportunities to read real books in Irish.)</i> 	

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 the follow through inspection report and its findings.

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

Cuirfear deiseanna breise ar fáil do na daltaí chun fíor-leabhair Gaeile a léamh go rialta.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
<i>Very good progress</i> indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
<i>Good progress</i> indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
<i>Partial progress</i> indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.