

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Scoil Mhuire
<b>Seoladh na scoile/ School address</b>	Bornacoola Carrick On Shannon Co Leitrim
<b>Uimhir rolla / Roll number</b>	19554B

**Date of Evaluation: 27-11-2018**



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An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

## **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.

## **CHILD PROTECTION**

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

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.

The school met the requirements in relation to each of the checks above.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p><b>Type: Whole-School Evaluation: Management, Leadership and Learning</b></p> <p><b>Date of Inspection: 18 November 2015</b></p> <p><b>Report Published? Yes</b></p>	<p><b>Date of Inspection: 27-11-2018</b></p>
<b>Follow-through inspection activities</b>	
<p>The following activities took place in the course of the follow-through inspection:</p> <ul style="list-style-type: none"> <li>• Meeting with Principal</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and records and pupils' work</li> <li>• Review of resources and facilities</li> <li>• Observation of teaching and learning</li> <li>• Interaction with pupils</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Ní mór scileanna labhartha na ndaltaí sa Ghaeilge a fhorbairt go céimniúil tríd an scoil.</p> <p><i>Pupils' speaking skills in Irish should be developed incrementally throughout the school.</i></p>	<p><b>Dul chun cinn maith / Good progress</b></p> <p>Tá dul chun cinn maith déanta chun caighdeán na Gaeilge labhartha a fheabhsú ar bhonn scoile-uile. Fuair na múinteoirí treoir ó na gníomhaireachtaí tacaíochta cuí chun tacú lena gcleachtas. Le linn na gceachtanna a breathnaíodh cuireadh béim chuí ar dhánta agus ar rannta. Bhain na múinteoirí úsáid éifeachtach as drámaíocht agus amhránaíocht chun taitneamh a chothú sa teanga. Bhí na daltaí ag obair i mbeirteanna ag cleachtadh na teanga nua agus bhí sé ar gcumas abairtí simplí a struchtúru go neamhspleách. Tá obair fós le déanamh, áfach, sna ranganna sinsearacha ar úsáid na mbriathra.</p> <p><i>Good progress has been made to improve the standard of spoken Irish across the school. Teachers sought guidance from the relevant support agencies to develop their practice. Suitable emphasis was placed on poems and rhymes during lessons observed. Teachers made effective use of drama and song singing to encourage enjoyment of the language. Pupils engaged in pair work to practice new language and were able to structure simple sentences independently. However, there remains scope to develop the use of verbs in senior classrooms.</i></p>

<p>Teachers should ensure that pupils are provided with a broad and balanced programme of learning especially in arts education and Science and that greater emphasis be placed on developing pupils' skills.</p>	<p><b>Good progress</b></p> <p>Good progress has been made in providing a broader balance of learning experiences for pupils. During the evaluation, pupils discussed their learning across the curriculum, particularly in Social, Environmental and Scientific Education (SESE). They are afforded regular opportunities to improve their scientific skills of investigating, observing and exploring through participation in the Green Schools Initiative. Pupils' work in Visual Arts was evident in all classrooms visited and they engaged enthusiastically in drama and music activities during lessons observed.</p>
<p>Teachers should use a wider range of collaborative teaching methodologies and afford pupils greater opportunities to experience pair work and co-operative learning.</p>	<p><b>Good progress</b></p> <p>Teachers have made good progress in expanding the variety of teaching methodologies employed. In lessons observed pupils were enabled to engage in a broad range of collaborative pair and group activities. Mathematics lessons made appropriate use of concrete materials. Teachers engage in team teaching approaches at various intervals throughout the year to support literacy and numeracy initiatives. There remains scope to further expand these team teaching approaches.</p>
<p>The whole-school planning process and classroom planning—including interventions for pupils with English as an additional language (EAL)—should be further developed to include explicit learning objectives and detail associated differentiation and assessment strategies in the multi-class setting.</p>	<p><b>Good progress</b></p> <p>Teachers have made good progress in developing objective-based classroom planning. In most instances plans outline clearly how the curriculum is to be differentiated to meet the needs of pupils in the multi-grade settings. Observations and checklists record the progress of pupils with English as an additional language and the next steps in their learning is identified. Partial progress has been made in developing the whole-school planning process. A few school plans have been reviewed; there is scope to progress this work in a more timely fashion.</p>
<p>The board of management should hold regular meetings, ensure accounts are certified annually and formulate a strategic plan for the future development of the school.</p>	<p><b>Good progress</b></p> <p>Good progress has been made in addressing this recommendation. The board of management set out and adhered to a regular schedule of meetings since the whole-school evaluation. A financial report is presented at each board meeting and accounts for the 2016-2017 school year were certified. The accounts for the last school year are currently being prepared for certification. The board created a plan for the review of policies and procedures and have completed several reviews and updated a good range of policy documents to date.</p>
<p>The board of management should facilitate the establishment of a parents' association to enhance the consultative process between home and school and to extend parental involvement.</p>	<p><b>Very good progress</b></p> <p>Very good progress has been made by the board in facilitating the establishment of a parents' association. The parents' committee meets regularly and the principal highlighted several examples of parents providing valuable support and advice to the school. Overall</p>

	parental involvement in the school has improved and regular newsletters and the school website keep parents updated on school activities.
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### Summary of findings

Very good progress has been made by the board of management in facilitating the establishment of a parents' association. Good progress has been made with regard to all of the other recommendations of the whole-school evaluation.

### Recommendations

- Ní foláir béim níos láidre a chur ar úsáid na mbriathra i gcomhrá níos leathnaithe sna ranganna sinsearacha. *A stronger emphasis should be placed on using verbs in extended conversations in senior classrooms.*
- Team teaching approaches should be extended to support differentiated reading in classrooms and the implementation of *Aistear* play-based learning in the infant setting.
- The board of management should ensure that the review of all whole-school curricular plans, currently being undertaken by staff, is completed in a timely fashion in collaboration with the board and parents' association or with relevant partners/stakeholders.

# **Appendix**

School response to the report

**Submitted by the Board of Management**

### **Part A: Observations on the content of the inspection report**

The Board of Management is pleased to acknowledge the Report of the Follow-Through Inspection and welcomes its findings. It is glad to record the positive progress made by the teaching staff to meet all recommendations to date. It welcomes the comments made with regard to the firm establishment of a Parents Association.

### **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 has noted the recommendations that are contained in this report and will strive to ensure, together with the teaching staff that continued development will take place towards meeting these recommendations into the future. The Board has noted that the staff has engaged with outside agencies in the promotion of Gaeilge and also notes that the staff has confirmed further engagement in this area with these agencies in the New Year.

The staff is also examining the possibility of engaging with PDST with regard to further development of Team Teaching and that this will help them in the delivery of a differentiated reading programme. The Board notes that the staff is currently setting up a Reading Programme that it hopes will help with Differentiated Reading also.

The Board will engage with the staff in the completion of the curricular policies in a timely fashion. It acknowledges that this process has commenced over the past year and will continue into the future. It is cognisant of the fact that this needs to be completed in a timely fashion and needs to be done in collaboration with the Parents Association.

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<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.