

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Scoil Náisiúnta Phádraig Naofa
<b>Seoladh na scoile/ School address</b>	Páirc na Coille Borrisokane Co Tipperary
<b>Uimhir rolla / Roll number</b>	17850S

**Date of Evaluation: 08-12-2016**



## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
<b>Type: WSE-MLL</b> <b>Date of Inspection: 18-10-2013</b> <b>Report Published? Yes</b>	<b>Date of Inspection: 08-12-2016</b>
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"> <li>• Meeting with Principal</li> <li>• Review of school documentation</li> <li>• Review of resources and facilities</li> <li>• Observation of teaching and learning</li> <li>• Interaction with pupils</li> <li>• Meeting with Chairperson of the parents' association (PA)</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The introduction of a differentiated reading programme in the infant and junior classes should be considered.</p>	<p><b>Very good progress</b></p> <p>The board of management has invested in high quality literacy resources to support the differentiation of school reading programmes at whole-school level. The <i>Literacy Lift-Off</i> programme is implemented on a termly basis in infant and junior classes to support differentiated station teaching for pupils in literacy. The learning support teacher has been deployed on an in-class basis to maximise provision for all pupils. Parents are effectively engaged in the reading process through the school shared-reading programme.</p> <p>Assessment practices have been developed very successfully to determine differentiated reading groups and to monitor and evaluate improvements in reading.</p>
<p>Whole-school approaches to literacy and numeracy instruction should be considered and implemented where appropriate.</p>	<p><b>Very good progress</b></p> <p>The school self-evaluation (SSE) process has been commendably directed at targeting areas of improvement in both literacy and numeracy. School improvement plans have been published for both areas. It was evident during the evaluation that whole-school strategies, in both literacy and numeracy, are impacting very positively on pupils' learning in all settings.</p> <p>The whole-school focus on the explicit teaching of writing genres is being implemented very effectively across the school. High quality</p>

	<p>samples of pupils' writing, in a variety of genres, are commendably displayed in classrooms and in school corridors.</p> <p>A whole-school approach to the development of pupils' comprehension skills is being implemented very successfully in all settings. During the evaluation, pupils displayed a very good understanding of a wide range of comprehension strategies and could apply them confidently across a range of reading programmes.</p> <p>In numeracy, a whole-school approach to the teaching of problem-solving is being developed to a very high level across the school. The introduction of differentiated learning stations for numeracy is providing appropriate challenge for pupils of all ability levels. The use of the learning support teacher to enhance this process in the infant and junior classes is commendable.</p> <p>The development of whole-school problem-solving strategies and the explicit teaching of the language of Mathematics is supporting pupils' engagement in very high quality collaborative learning in numeracy.</p>
<p>The school should develop a system of record-keeping where individual pupil records are stored centrally.</p>	<p><b>Very good progress</b></p> <p>The school has implemented a central storage system for pupil records. All pupil records are now stored in a locked filing cabinet in the school office and are currently maintained in compliance with Data Protection Acts.</p>
<p>The board should encourage the setting up of a parents' association and its affiliation to the National Parents' Council.</p>	<p><b>Good progress</b></p> <p>The board has facilitated the setting up of a parents' association (PA). The current PA is affiliated to the National Parents' Council (NPC). However, the committee comprises a chairperson only and no formal meetings of the PA have been held to date.</p> <p>The PA has organised parental evenings through the NPC to promote the well-being of pupils in the school. To build on this good practice, the board should support parents, through the PA, in the development of their role as partners in the process of school policy review.</p>
<p>An annual report on the progress of the school self-evaluation process should be published by the school.</p>	<p><b>Very good progress</b></p> <p>The school has engaged very effectively in the school self-evaluation (SSE) process. The school has published annual reports on the progress of the SSE process and regular updates in relation to school improvement planning have also been provided to parents through school newsletters.</p>

**Summary of findings**

- Very good progress has been made in the introduction of a differentiated reading programme in the infant and junior classes.
- Very good progress has been made in the implementation of whole-school approaches to literacy and numeracy instruction through the school self-evaluation (SSE) process.
- Very good progress has been made in the development of a school system of record-keeping.
- Good progress has been made by the board in facilitating the setting up of a parents' association (PA) and its affiliation with the National Parents' Council. The board should now support parents, through the PA, in developing their role as partners in the area of school policy review.
- Very good progress has been made on the publication of an annual report on the school self-evaluation process.

**Recommendations**

- The role of the PA should be further developed to support parents in engaging as partners in the area of school policy review.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.