

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Carrigeen N S
<b>Seoladh na scoile/ Scholl address</b>	Carrigeen, Co. Kilkenny
<b>Uimhir rolla / Roll number</b>	15340I

**Date of Evaluation: 29-09-2016**

**Date of issue of report: 13-12-2016**



## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
<b>Type:</b> WSE-MOD <b>Date of Inspection:</b> 2 October 2013 <b>Report Published?</b> Yes	<b>Date of Inspection:</b> 29-09-2016
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>• 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>There should be ongoing review of middle management duties to ensure that they reflect evolving school priorities, along with regular formal meetings of the in-school management team.</p>	<p><b>Very good progress</b>            A review of duties has taken place and it is intended that this will take place on an annual basis. The duties now reflect a balance of curricular, administrative and pastoral care duties as is recommended in DES Circular 07/03. These mirror the current needs of the school. Regular formal meetings of the in-school management (ISM) team take place to discuss a range of management issues; with the deputy principal on a weekly basis and with the whole ISM team on a monthly basis. Minutes are maintained for all meetings.</p>
<p>Teachers should plan for and implement more structured approaches to differentiation and the promotion of higher-order thinking skills.</p>	<p><b>Good progress</b>            There has been a range of CPD activities and whole staff discussion to review the topics of in-class differentiation and the promotion of higher-order thinking skills. The pupils' scores in standardised tests are reviewed by each class teacher to plan what is</p>

	<p>required for differentiation. Training has taken place on the area of problem-solving. Support materials from the Professional Development Service for Teachers (PDST) website have been discussed and explored during staff meetings and are in use within the classes. Teachers implement agreed strategies and questioning techniques. Effective use of problem-solving strategies, very good questioning techniques and collaborative pair work were observed during the visit.</p>
<p>Chun muinín agus scileanna labhartha na ndaltaí a fheabhsú sa Ghaeilge, ní mór clár céimnithe a chur i bhfeidhm chun a chinntiú go bhfuil forbairt chórasach ag teacht ar an ábhar teanga atá á mhúineadh ó rang go rang. <i>To improve the pupils' confidence and speaking skills in Irish, it is important that an incremental programme be implemented to ensure that there is systematic development of the language material being taught from class to class.</i></p>	<p><b>Good progress</b> Tá plean deartha chun ráitis de na feidhmeanna teanga a roinnt idir gach rang agus tá sé seo á chur i bhfeidhm tríd an scoil. Tá plean ag an scoil scéim nua don Ghaeilge a chur i bhfeidhm sa scoil. Thuairisc an phríomhoide go bhfuil siad ag iarraidh múinín na ndaltaí a ardú sa Ghaeilge labhartha, go háirithe le structúirí a chur ar abairtí agus iad féin a chur in iúil. <i>A plan has been drafted to divide functional language statements between every class and this is being implemented throughout the school. There is a plan to introduce a new Irish scheme to the school. The principal reported that they are trying to improve the pupils' confidence in oral Irish, especially to structure sentences and to express themselves.</i></p>
<p>In providing for pupils with special educational needs (SEN), it is advised that the use of structured in-class support models be developed along with a greater focus on prevention and early intervention</p>	<p><b>Good progress</b> The structure of support was reviewed and is now reviewed on an annual basis to ensure that there is a strong focus on early intervention and prevention. One teacher has just begun a post-graduate course the area of support for pupils with SEN. Initiatives such as Literacy Lift Off and Power Hour are being implemented to good effect in infant and junior classes. Other in-class support models are also in use to support phonics instruction in the infant class. Short-term plans are developed for many of these activities. There is still a significant level of withdrawal of middle and senior pupils.</p>
<p><b>Summary of findings</b></p>	
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- Very good progress has been made in the review of the middle management roles, the assignment of duties and the setting up of regular meetings.
- Good progress has been made in the re-structuring of support for pupils with special educational needs and in the planning and implementation of more structured approaches to differentiation and the promotion of higher-order thinking skills.
- Good progress has been made in the improvement of pupils' confidence in speaking Irish and in the implementation of an incremental programme of language material.

#### Recommendations

- There should be ongoing focus on the development of structured in-class support models that are focused on specific pupil needs in order to support pupils with SEN, especially in the middle and senior classes.
- Chun scileanna labhartha na ndaltaí a fheabhsú a thuilleadh fós sa Ghaeilge, moltar tógáil ar an bhfoclóir atá ag daltaí le tuilleadh béime a leagadh ar fhíor-chumarsáid agus ar úsáid briathra agus structúir teanga tríd an scoil go laethúil. *To improve pupils' communication skills further, it is advised that the pupils vocabulary is expanded upon by placing further emphasis on real-communication and on the use of verbs and language structures throughout the school on a daily basis.*

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.