

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Scoil Náisiúnta An Phairtín
<b>Seoladh na scoile/ School address</b>	Parteen, Co. Limerick
<b>Uimhir rolla / Roll number</b>	16946D

**Date of Evaluation: 11-05-2017**



## Follow-Through Inspection

<b>ORIGINAL INSPECTION DETAILS</b>	<b>FOLLOW-THROUGH INSPECTION DETAILS</b>
Type: WSE-MLL	Date of Inspection: 11-05-2017
Date of Inspection: 05-03-2015	
Report Published? Yes	
<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 and deputy principal</li> <li>• Review of school documentation and records and pupils' work</li> <li>• Observation of teaching and learning in mainstream classes</li> <li>• Interaction with pupils</li> <li>• Feedback meeting to principal and deputy principal</li> </ul>	
<b>Recommendation in original inspection report</b>	<b>Progress achieved to date on implementation of recommendation</b>
<p>An extended and revised model of in-class support teaching provision should be prioritised and implemented to ensure that the level of pupil withdrawal from mainstream classes for support teaching is reduced.</p>	<p><b>Very good progress</b></p> <p>Very good progress has been achieved in extending, revising and implementing a model of in-class support teaching, to ensure that the level of pupil withdrawal from mainstream classes for support teaching is reduced. The implementation of whole school approaches in literacy and numeracy is facilitated very effectively by in-class support teaching including team and station teaching. A variety of initiatives to support pupils' learning in literacy and numeracy has been introduced, including <i>Mata sa Rang</i>, <i>Ready Set Go Maths</i>, <i>Literacy Lift Off</i> and <i>Building Bridges of Understanding</i>.</p> <p>Most pupils engage in small group focused instruction and this is impacting positively on pupils' learning experiences and learning outcomes.</p> <p>The engagement of teachers in continuing professional development and the sharing of effective practices is highly commendable. Teachers' collaboration and planning for in-class provision is of a very high quality. The use of a common planning template to support the implementation of literacy and numeracy initiatives is very effective practice. Assessment data is used very successfully to inform in-class support teaching.</p> <p>The investment by the board of management in resources to support teaching and learning in literacy and numeracy, including graded readers, novels and concrete materials is highly commendable.</p>

<p>Further attention should be given to differentiated instruction in mainstream classes, particularly in English. Formative assessment, pupil self-assessment and assessment for learning strategies should be further developed at all class levels.</p>	<p><b>Good progress</b></p> <p>Overall, good progress has been made in the implementation of this recommendation.</p> <p>Very good progress has been achieved in the use of differentiated instruction in mainstream classes. This is supported very effectively by the provision of in-class models of support teaching. A broad range of practices was observed during the evaluation including the use of differentiated texts, differentiated tasks and activities and teacher questioning. The school's decision to extend the use of differentiated texts in middle and senior classes is highly commendable.</p> <p>Good progress has been achieved in the development of formative assessment, pupil self-assessment and assessment for learning (AfL) strategies. In this regard, very effective practices were observed in a few settings. A variety of AfL strategies was observed during the evaluation, including the sharing of the learning intention, pupil self-assessment checklists, rubrics, conferencing and pupil portfolios.</p> <p>It is recommended that a whole-school approach to the systematic development of selected AfL strategies be agreed and implemented. To provide formative feedback and to enable pupils to reflect on their learning, further analysis of pupils' written assignments in copybooks is recommended.</p>
<p><b>Summary of findings</b></p>	
<p>Very good progress has been achieved in revising and extending the model of in-class support teaching. This is impacting positively on pupils' learning experiences and outcomes in literacy and numeracy.</p> <p>A broad range of differentiated instruction practices is used very effectively to support pupils' learning.</p> <p>A variety of AfL practices is used across all class levels. An agreed whole-school approach would enhance provision.</p>	
<p><b>Recommendations</b></p>	
<p>It is recommended that a whole-school approach to the systematic development of selected AfL strategies be agreed and implemented.</p> <p>To provide formative feedback and to enable pupils to reflect on their learning, further analysis of pupils' written assignments in copybooks is recommended.</p>	

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.