

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

School name	Bunscoil McAuley Rice
School address	Kilkenny Road Callan Co. Kilkenny
Roll number	20255V

Date of Evaluation: 29-09-2017



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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE-MLL</p> <p>Date of Inspection:05-03-2014</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 29-09-2017</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, deputy principal and subject co-ordinator. • Review of school documentation and records and pupils' work. • Observation of teaching and learning. • Interaction with pupils. 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>In support teaching for pupils with Special Educational Needs (SEN), it is advised that in-class support and team-teaching be further developed as part of the early intervention and prevention programmes.</p>	<p>Very good progress</p> <p>The school has made notable progress in developing its models of in-class support and team-teaching.</p> <p>Substantial resources, both financial and staffing, have been invested in delivering a literacy lift-off programme to pupils in the junior classes of the school.</p> <p>A range of other models of in-class support are developing across the school. Currently pupils are receiving in-class support for pre-reading skills, writing and Mathematics. Teachers' interest in the process of co-teaching and team-teaching is commended.</p> <p>The level of teacher collaboration is praised. The progress of pupils is discussed weekly and teachers share observations on pupils' development regularly. Mainstream class teachers' notes are then prepared, based on these discussions, and these notes inform future practice. This collaboration should be extended to include teachers planning together in order to ensure that pupils with SEN are consistently provided with learning experiences which offer adequate levels of challenge and support.</p>
<p>In English, a whole-school approach to writing and the writing process should be agreed and implemented.</p>	<p>Very good progress</p> <p>There has been highly-commendable progress on the development of a whole-school approach to writing: writing genres are agreed and taught concurrently across the school and a whole-school approach to how writing is taught has been considered and</p>

	<p>articulated. There is evidence of these approaches in classroom practice.</p> <p>During the evaluation, pupils were confident in discussing their writing and could competently identify a range of genre and their purpose. Pupils could accurately describe features of a variety of text types and a range of associated language structures.</p> <p>Effective use of drafting and redrafting was in evidence during classroom observations. Teacher modelling and shared writing was used to great effect in a majority of settings.</p> <p>Samples of pupils' writing were attractively displayed throughout school. The pupils' copybooks were well maintained and contained a good range of writing samples. There is scope to include greater teacher feedback on some writing samples in order to assess pupils' writing and ensure progress.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> The school has made very good progress in developing a whole-school approach to writing and enhancing the quality of in-class and team teaching approaches. The teachers and principal are commended for their efforts in progressing this work so effectively. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> In order to build on the very good progress made to date in developing in-class teaching approaches for pupils with SEN, support teachers and mainstream teachers should begin to plan collaboratively. This planning should focus on differentiating planned learning experiences in order to ensure pupils with SEN are receiving adequate levels of support and challenge in their lessons. The whole-school approach to writing should be developed further to consider the role of assessment of writing and how teacher feedback, use of rubrics and self-assessment can support pupil progress. 	

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.

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.