

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Scoil Cholmcille Buachaillí,
Douglas,
Cork
Uimhir rolla: 13828F

Date of inspection: 10 June 2014



Date of publication/issue of original report	23/11/2012	Type of original report	WSE-MOD	Date of FT inspection	10/06/2014
Follow-through inspection activities					
<p><i>The following activities took place in the course of the follow-through inspection:</i></p> <ul style="list-style-type: none"> • Meeting with principal and/or senior management team • Meeting with relevant teachers/members of staff • Observation of teaching and learning • Interaction with pupils/students • Review of school documentation and records and pupils'/students' work • Review of resources and facilities • Communication with chairperson of board of management 					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
The board should now address matters concerning the length of the infant day.		<p>Partial progress</p> <p>Since the time of the WSE, infant pupils have continued to leave school a half an hour earlier than is their entitlement under the Rules for National Schools. During a meeting with the chairperson of the board of management it was stated that a decision had been taken recently by the board to extend the infant day in September, in compliance with circular 11/95</p>			
Formal meetings of in-school management team should be instituted to support strategic planning.		<p>No progress</p> <p>Formal meetings of the in-school management team are not convened.</p>			
Standardised test results should be discussed at staff and board levels.		<p>Good progress.</p> <p>The principal and the chairperson of the board of management reported that standardised test results were presented in power point format to staff and subsequently to the board of management. The results were discussed and the implications for supplementary teaching and learning were outlined.</p>			
Teaching and learning strengths identified during the evaluation should be built upon on a whole-school level.		<p>No progress</p> <p>The very high standard of work, identified in many classrooms has not been developed on a whole-school basis.</p>			
Guidelines should be prepared to inform and further support the integration of pupils with ASD in mainstream.		<p>Very good progress.</p> <p>Guidelines have been prepared and support the integration of pupils with ASD.</p>			
Summary of findings					
<p>With regard to the key recommendations in the original report, the following steps have been taken by the school:</p> <ul style="list-style-type: none"> • The principal stated that the length of the infant day was addressed in consultation with their neighbouring school and that the practice has not changed. The chairperson of Scoil Cholmcille Buachaillí confirmed that the decision reached to comply with the terms of circular 11/95 would be fully ratified at the next board meeting. • In the context of convening in-school management meetings, an agreed agenda should be set and key decisions recorded. • There was no documentary evidence provided, either in minutes of board of management or staff meetings, to show that standardised test results have been discussed. When issues of importance are discussed, a summary of such discussions should be noted in the minutes of these meetings. • The systematic dissemination of identified good practices in teaching and learning, identified during the WSE has not commenced and should now be given priority. 					

With regard to other recommendations identified in the body of the report, the following steps have been taken by the school:

- The recommendations in relation to free writing activity in Irish and the creation of timelines and class museums in History were discussed by staff following the issuing of the WSE report. Visits to classrooms revealed that some progress has been made in these areas. Progress in all curricular areas be reviewed routinely on a whole-school basis.
- It was reported that, as recommended, the views of parents are now obtained when policies are reviewed.
- The principal reported that members of the in-school management team compile a short report on the completion of their duties for submission to the board of management. This represents good progress.
- Since the publication of the WSE report certain worthwhile initiatives for extending in-class support have been explored. However, this initial progress has not been built upon. It is recommended that in-class support structures be extended on a whole-school basis.
- It was noted in the WSE report that some pupils go home early on two days each week and a recommendation that the board address these matters was made. One of the two pupils in question left the school shortly after the WSE. However, the remaining pupil continued on a shortened week even though a permanent special needs assistant had been appointed to support him. This arrangement continued until, as confirmed by the chairperson, the pupil transferred to another school towards the end of the 2013-14 school year. The board of management should ensure that all enrolled pupils have access to their full educational entitlement.
- A list of the range of assessment practices that may be used over time with pupils with special educational needs, especially in relation to communication, social development and behaviour has not been compiled as recommended.

Recommendations

The following main recommendations are made:

- The board of management should revisit the WSE report with a view to progressing the recommendations contained therein.
- The board of management should address the matters highlighted in this report as not having progressed sufficiently.

The board of management of the school 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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

- Infant Day is now fully addressed
- Formal Meetings of In-School Management are now convened as a matter of practice
- Teaching and Learning Strengths already identified are now being developed on a Whole School basis