

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Our Lady's Grove Primary School
Seoladh na scoile/ School address	Goatstown Road, Dublin 14
Uimhir rolla / Roll number	19374W

Date of Evaluation: 25-10-2016



Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: Whole School Evaluation Date of Inspection: 1 May 2013 Report Published? Yes	Date of Inspection: 25-10-2016
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"> • Meeting with Principal and Deputy Principal • Interview with members of in-school management team • Interview with relevant teachers/members of staff • Review of school documentation and records and pupils' work • Observation of teaching and learning • Interaction with pupils • Meeting with representatives of the parents 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Whole-school approaches to assessment for learning should be agreed and assessment data used systematically to guide greater differentiation of teaching and learning activities.</p>	<p>Partial progress</p> <p>A variety of approaches to assessment is in use across the school. These include some examples of effective assessment for learning practices, such as the sharing of lesson objectives and success criteria with pupils, the provision of formative feedback on pupils' written work and the analysis of assessment information to identify the next steps in the pupils' learning.</p> <p>There is evidence of the formal introduction of stage one of the staged approach to support for pupils with additional and special educational needs in many classes. Consideration now needs to be given to optimising the use of this plan and the agreed targets in monitoring and recording pupil progress.</p> <p>A review of the school's assessment policy is planned.</p>
<p>It is recommended that communication between home and school be strengthened and increased account be taken of parental and pupil perspectives on school matters.</p>	<p>Good progress</p> <p>Communication between home and school has improved. The publication of monthly newsletters and the up-to-date school website ensure that parents are informed of current and forthcoming school events pupil activities and achievements. The tradition whereby the principal and a staff representative attend monthly meetings of the parents' association helps</p>

	<p>maintain good links, relationships and communication with parents.</p> <p>Parents have been involved in the development and review of a number of policies and there are some good examples of the involvement of parents in in-school activities. The existence of a students' council provides a means for including the perspectives of pupils on school matters and there is potential to extend the work of this council.</p>
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<p>There is a need for the school to re-envision planning as a process focused on bringing about improvements. As part of this school improvement process, the role of the in-school management team as curriculum leaders should be further developed.</p>	<p>Good progress</p> <p>The school self-evaluation process has been used to good effect to identify targets for improvement in literacy and numeracy. The role of the in-school management team as curriculum leaders has been further developed. Formal team decision-making processes have been initiated and the team have guided discussions with class groups on the impact of literacy and numeracy initiatives on pupils' learning. As part of the next stage in advancing the curriculum leadership role of the in-school management team, the more formal monitoring and evidenced-based recording of the impact of initiatives on pupils' learning is to be undertaken.</p> <p>The planned formulation, in conjunction with parents, of a strategic plan to guide the future development of the school is a welcomed development. This plan will include statements on the school's ethos, governance, financing of resources and the identification of curricular and administrative priorities.</p> <p>Good collaborative planning practices are in evidence and teachers plan together in class groups. Across the school, a mixture of fortnightly and monthly plans are in use as both short-term plans and monthly progress records.</p> <p>In professional dialogue, teachers demonstrate an awareness that planning needs to reflect practice, to clearly identify the learning objectives and pupil skill development, and to be practical and meaningful. There is good capacity within the staff to lead and guide the further development of the school's planning processes.</p>
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Summary of findings

Good progress has been made on the recommendations regarding communication between home and school, and on the school's planning process as a means of bringing about improvement and the development of the curriculum leadership role of the in-school management team. Partial progress has been made on the development of a whole-

school approach to assessment for learning and the systematic use of assessment information to guide greater differentiation of teaching and learning activities.

Recommendations

- To build on the work undertaken to date on assessment, there is a need to disseminate effective assessment for learning approaches across all classes, to systematically analyse and interpret assessment information to guide specific differentiation to cater for the varying needs and abilities of individuals and groups of pupils, and to optimise the use of this information in tracking and recording pupil progress.
- There is potential to advance both the involvement of parents in in-school activities and the work of the student council.
- The planned implementation of more formal evidence-based strategies for monitoring the impact of school improvement initiatives on pupils' learning, and the further development of teachers' short-term planning to guide teaching and learning, should be progressed.

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

Part A Observations on the content of the inspection report

The BOM and the teaching staff of Our Lady's Grove are satisfied that the content of this report reflects the good progress and the partial progress that has been made since our WSE in 2013. The report confirms that communication between home and school has been strengthened and that our In-School management structure is now formalised. Building on our improved communication links between home and school, the student council will be prioritised in terms of affording its members an opportunity to voice opinions and become actively involved in school initiatives. We welcome the acknowledgment that the teaching staff are reflective, collaborative and possess the capacity to further develop the school's planning and assessment practices.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection

Since 2013 Our Lady's Grove has undergone a change in leadership. The progress that has been acknowledged in this report is a testament to the excellent practices laid down by the former principal and deputy principal. During this transition the continuous hard work and commitment of the teachers, staff and parents of the school has contributed to the overall progress that has been acknowledged in this report.

The recent recommendations allow us to move forward and address areas of school life that require change. As a reflective and collaborative teaching staff, we continually review our teaching practices. The mindset of the teaching staff in OLG is to constantly assess and review the teaching practices and the learning outcomes for our children. The positive feedback from this report will motivate us to continue to pursue excellence in our teaching and learning.

In discussion with the inspector we are confident that assessment for and of learning can be incorporated successfully using expertise from within our teaching staff. Having the capacity from within, teachers will identify and agree upon a specific number of approaches to assessment which will be imbedded in our teaching practices. We are already in the process of reviewing our assessment policy. There is ongoing development of the Staged Approach to identify appropriate targets and closely monitor and record the child's progress.

We welcome the feedback in relation to our short term planning. Through guided discussion and excellent decision-making teachers will review short term planning to include practical and meaningful learning objectives. CPD will be sought and provided to support teacher knowledge of assessment for learning, differentiation and its monitoring to enhance learning outcomes.

Recently we have significantly upgraded our ICT infrastructure which is enhancing the daily learning experience of the children. We have moved to a cloud based system to monitor and record progress in a systematic manner. This data is being used to inform our teaching and planning. One example of this is the Accelerated Reading programme introduced two years ago which monitors progression in reading & comprehension skills for the children from 3rd to 6th Classes.