

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Mount Sion CBS NS
<b>Seoladh na scoile/ School address</b>	Barrack Street Waterford City
<b>Uimhir rolla / Roll number</b>	19947U

**Date of Evaluation: 15-01-2019**



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An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

## **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.

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.

## **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.

## **CHILD PROTECTION**

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

The school met the requirements in relation to each of the checks above.

<p><b>ORIGINAL INSPECTION DETAILS</b></p> <p>Type: WSE-MLL</p> <p>Date of Inspection: 31-05-2017</p> <p>Report Published: Yes</p>	<p><b>FOLLOW-THROUGH INSPECTION DETAILS</b></p> <p>Date of Inspection: 15-01-2019</p>
<p><b>Follow-through inspection activities</b></p>	
<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 senior management team</li> <li>• Interview with members of in-school management team</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and records and pupils' work</li> <li>• Observation of teaching and learning</li> <li>• Interaction with pupils</li> </ul>	
<p><b>Recommendation in original inspection report</b></p>	<p><b>Progress achieved to date on implementation of recommendation</b></p>
<p>To build on the positive developments in pupils' literacy learning, targeted, differentiated approaches to reading instruction should be adopted school wide.</p>	<p><b>Very good progress</b></p> <p>As part of its engagement with Delivering Equality of Opportunity In Schools (DEIS), the action plan of the Department of Education and Skills for educational inclusion the school has focused on developing its approaches to the teaching of literacy for a number of years. Building on this work the school has recently concentrated on extending its range of differentiated instruction in reading to ensure that pupils are reading at their own level. Central to this has been the training of teachers in Reading Recovery and the commencement of Literacy Lift Off (LLO), an intervention specifically focused on giving children opportunities to read books at their own level of competency. LLO was trialled during the 2017/18 school year with the two first classes and this year it has been extended to senior infants and second classes. The teachers report very positively on its implementation and assessment records indicate that it is having a very positive impact on pupils' learning. It is evident from observing the model that pupils are engaging very well and achieving very good learning outcomes. The school has also implemented guided reading for all pupils from 3<sup>rd</sup> to 6<sup>th</sup> classes, with all pupils reading according to their ability. Comprehension strategies are also prioritised.</p> <p>The school has invested in a variety of reading materials to support this work and will continue to build their resources.</p>

<p>Greater use should be made of assessment information to establish baseline levels of achievement, to track individual pupil progress, to inform programmes of learning and to provide formative feedback to pupils at each class level.</p>	<p><b>Very good progress</b></p> <p>The school has developed its practice around assessment to ensure that it tracks pupils' progress carefully. Linked to the recommendation above, the school assesses all pupils before they begin LLO and again on completion of the intervention. The class teachers continue to use these results to inform their programmes of learning on an ongoing basis. Pupils, from 3<sup>rd</sup> to 6<sup>th</sup> classes are assessed to determine their reading ability and grouped accordingly. This informs the guided reading programme, leading to pupils becoming independent readers.</p> <p>All pupils for whom English is an additional language (EAL) are assessed by the special educational needs (SEN) team using the <i>Primary School Assessment Kit</i> and their individual levels are determined. Support is provided based on their levels and this work is closely linked with the work in the classrooms. Pupils are assessed on an ongoing basis, so that programmes can be modified and adapted. Regular feedback is provided to pupils.</p> <p>All pupils in first class are assessed prior to the commencement of Maths Recovery and this information is again shared with the class teachers so that it informs classroom planning.</p> <p>At individual class level, the school has commenced the practice of tracking individual pupil progress, using folders to record test results and maintain samples of pupils' work and these are analysed to ensure progression. A continuum of support folder for each class is also maintained. The school intends to continue its work on assessment by further developing consistent classroom practices.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• The school has made very good progress in addressing the main recommendations of the WSE-MLL report.</li> </ul>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• No further recommendations arise in relation to the recommendations of the original report.</li> </ul>	

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<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.