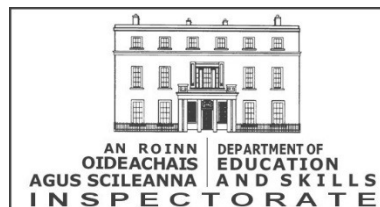


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Carrickleck National School,
Carrickleck, Kingscourt
County Meath
Uimhir rolla: 14348T

Date of inspection: 15 September 2014



Date of publication/issue of original report	19th October 2011	Type of original report	WSE	Date of FT inspection	15th September 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 • Meeting with post-holder • Meeting with relevant teachers • Observation of teaching and learning • Interaction with pupils • Review of school documentation including assessment records, board of management minutes and pupils' work • Communication with the chairperson of the board of management 					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
<p>School self-evaluation and improvement initiatives should be developed through formal, systematic review of school policies within the framework of a strategic three year plan</p>		<p>Good progress</p> <ul style="list-style-type: none"> • Good progress has been made in relation to the development of formal, systematic school self-evaluation practices. • The school has devised a three-year strategic plan with a suitable range of organisational and curricular priorities identified for review. • A number of whole-school policies, including the enrolment policy, anti-bullying policy and assessment policy have been reviewed and ratified by the board of management. • Standardised assessment data has been carefully analysed to identify school improvement priorities in literacy and numeracy. • A three year school improvement plan has been devised with clearly defined improvement targets for pupils' learning in English spelling and comprehension. • A school self-evaluation report has been prepared and ratified by the board of management for circulation among the parent community. 			
<p>The science and visual arts policies should include cyclical programmes which support the implementation of broad and balanced curricula within the school's multi-class context.</p>		<p>Very good progress</p> <ul style="list-style-type: none"> • Very good progress has been made in the development of whole school curricular plans in science and the visual arts which are aligned to the multi-class context of the school. • Plans are used purposefully to guide the implementation of broad and balanced curricula. 			
<p>Curricular and organisational duties should be clearly delineated for post-holders to support ongoing school development.</p>		<p>Partial progress</p> <ul style="list-style-type: none"> • Partial progress has been made in implementing the recommendation relating to the delineation of curricular and organisational duties for post-holders within the school. • No formal written record of post-holders' duties was available on the day of the evaluation although both the principal and post-holder were clear in their understandings of the verbal agreement with regard to their respective individual responsibilities. It is reported that one post-holder has responsibility for curricular initiatives while the other has responsibility for organisational matters. • It is evident that duties are undertaken in a conscientious manner and contribute to the ongoing organisation and development of the school. 			

<p>The school community should continue their efforts to establish a parents' association in line with the Education Act (1998, Section 26) to further enhance the consultative process between home and school.</p>	<p>Partial progress</p> <ul style="list-style-type: none"> • Partial progress has been made by the school community in establishing a parents' association. • A parents' support group was established in November 2011 and monthly meetings took place during the academic year 2011-2012. This group of parents was actively involved in valuable literacy initiatives in the junior room during the school year 2011-2012. However, this group is no longer in operation. • The board of management continues in their efforts to establish a formal forum for parents. A meeting has been scheduled to take place this term within the school community with a view to establishing a formal support group or association.
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Good progress has been made in relation to the development of formal, systematic school self-evaluation practices within the framework of a strategic three year plan. • Very good progress has been made in the development of whole-school curricular plans in Science and in Visual Arts which are aligned to the multi-class context of the school. • Partial progress has been made in implementing the recommendation relating to the delineation of curricular and organisational duties for post-holders. • Partial progress has been made by the school community to establish a parents' association with a view to enhancing the consultative process between home and school. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Formal consultation with pupils and parents is recommended as part of the school self-evaluation processes to ensure a broad evidence base when determining improvement priorities and also when monitoring their impact. • It is recommended that a formal review of post-holders duties be undertaken to ensure that each post-holder has a balanced remit of organisational, pastoral and curricular duties which are closely aligned to school development priorities. • The school community is advised to establish a parents' association to further enhance the consultative process between home and school. 	

The board of management 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

The Board of Management welcomes the inspection report and will support the staff and school community in implementing its recommendations.

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

A Parents' Association has been formed following a meeting on Wednesday 24th September 2014. A committee has been elected and four parents have been selected to liaise with the teacher in the Junior Room and three parents have been selected to liaise with the teacher in the Senior Room. The Chairperson and Secretary have been in regular contact with both teachers in the school.

Formal consultation with pupils and parents to provide a broad evidence base will be used as part of the school self-evaluation process to determine improvement priorities and to monitor their impact. The formation of the Parents' Association will facilitate this process.

A meeting of the Board of Management on Wednesday 24th September 2014 clarified the duties of the Special Duties post holder in the school. It was agreed that the post holder would; Act-up as principal when required; share the supervision duties of 122 hours equally; share responsibility of curricular planning and organisational planning with the principal; liaise with the Learning Support teacher and Resource teacher and decide how best to use the time allocated; be responsible for the Green School initiative and be responsible for Literacy development in the School Improvement Plan while the principal takes charge of Numeracy.