

**Inspection Report on the Implementation of the Recommendations  
made in a previous Evaluation**

<b>Follow-through Inspection – Progress Report</b>			
<b>School Name</b>	<b>Gaelscoil Chluain Dolcáin</b>	<b>Roll number</b>	<b>19855P</b>
<b>School Address</b>	<b>Nangor Road, Clondalkin</b>	<b>Date of original inspection</b>	<b>08/03/2012</b>
<b>Type of inspection</b>	<b>WSE</b>	<b>Date of FT inspection</b>	<b>23/10/2013</b>
<b>FT Inspection Activities</b>			
<p><i>The following activities took place in the course of the follow-through inspection:</i></p> <p>Meeting with the principal            Review of school documentation and records and pupils' work            Observation of teaching and learning            Interaction with pupils</p>			

<b>Key Recommendation as stated in original inspection report</b>	<b>Progress achieved to date on implementation of the key recommendations</b>	
1 It is recommended that a systematic programme for Oral Irish be designed and implemented on a whole-school basis.	Fully addressed	Immersion education and the <i>Séideán Sí</i> programme are now in operation in the school. The standard of teaching and learning has improved as a result.
2 A whole-school approach to the development of pupils' oral and writing skills in English should be implemented.	Significant progress made	The school has begun specific initiatives such as 'Power Hour' and the introduction of whole-school programmes in English reading and comprehension. This is a very good start which should be continued and developed. A greater emphasis on developing writing for communication and expression is recommended.
3 It is recommended that school's policy and practice regarding support for pupils with special educational needs should be developed to reflect the continuum of support.	Fully addressed	The school now has a very good policy, based on the continuum of support, and practice is much improved.
4 It is recommended that the Board of Management record an agreed report of every meeting and share it with the school community and that they should investigate means of communicating regularly with the school patron.	No progress made	The Board of Management has not yet begun to implement this recommendation.

5	Significant progress made	There should be a clearer link between the topics in the plan for Irish and the content objectives in the curriculum. The English plan should provide for the progressive development of skills across all strands of the curriculum. It is also recommended that more attention be focused on appropriate methodologies in Irish and in English.	There now is a clear link between the topics in the Irish plan and the content objectives in the curriculum. A start has been made on re-drafting the English plan. A section on appropriate methodologies should now be included in both plans.
6	Significant progress made	Planning outcomes would be enhanced if planning were based on specific curricular objectives and if teachers planned more specifically for pupils' language development. Objectives, based on their learning needs, as identified by the results of diagnostic tests, should be drawn up for pupils with special educational needs.	Teachers' plans are now, for the most part, based on specific curriculum objectives. Objectives focused on the pupil's learning needs have been designed for pupils with special educational needs. A planning system, at individual teacher level, should be implemented, that would facilitate more specific planning for the development of pupils' language.

#### Summary of feedback provided

It is evident that the school engaged with the recommendations in the WSE report and that they compiled a plan to implement those recommendations. They have made significant progress. The principal is commended for his leadership in this work. The school is now advised to continue implementing this plan.

#### Recommendations

1. That teaching and learning in Irish and in learning support be monitored, to ensure that the plans are benefiting pupils' learning outcomes.
2. That English now be prioritised, focusing on pupils' oral and writing skills.
3. That a planning system be implemented, at individual teacher level, which will facilitate more specific planning for the development of pupils' language.
4. That the teachers engage with the other curriculum areas (History, Geography etc.) on a systematic basis, as they engaged with Irish and English.