

**eti**

*The Education and Training Inspectorate -  
Promoting Improvement*

**Providing Inspection Services for  
Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure**



## **Education and Training Inspectorate**

### **Report of a Follow-up Inspection**

**Gaelscoil na Daróige  
Derry**

**November 2011**

## **FOLLOW-UP TO THE FOCUSED INSPECTION OF GAELSCOIL NA DARÓIGE, DERRY, (204-6687)**

The focused inspection in November 2009 highlighted strengths in the courteous and well-behaved children, the quality of the arrangements for pastoral care, the dedication and commitment of the staff and the strong support of the parents and governors.

The inspection identified the need for improvement in the following areas:

- to develop strategic leadership to improve provision, ensure continuity and progression in the children's learning and so raise standards;
- to ensure that the school's arrangements for child protection reflect the guidelines outlined in the relevant DE circulars; and
- to review the school's arrangements for play-based learning to improve the experiences of the children.

Subsequent to the inspection, the school entered the formal intervention process in December 2009. In the interval since the original inspection, the school received intensive support from the Curriculum Advisory and Support Service (CASS) of the Western Education and Library Board (WELB) and the Inter-board Irish-Medium and CASS team in developing aspects of the school's provision for:

- leadership and management, including school development planning, target-setting and action planning;
- literacy and numeracy;
- play-based learning;
- the revised curriculum; and
- planning for learning.

The ETI carried out two interim follow-up visits. In addition, a follow-up inspection (FUI) took place on 23 November 2011.

The following are the most important actions that have taken place since the original inspection:

- the school's enrolment has increased from 39 to 54; there are currently eleven children in year 1;
- the percentage of children entitled to free school meals has increased significantly from 41% to 63%; and
- there are now four permanent members of staff and one temporary full-time teacher; the majority of the teachers are either beginning teachers or at the stage of early professional development ; the Principal has no teaching duties.

The following are the most important improvements made:

- the WELB child protection team provided training for all staff and helped the school to address adequately the issues related to child protection raised in the inspection;
- the quality of the teaching observed in the FUI ranged from satisfactory to very good, with the majority of the lessons good or better;
- the teachers are beginning to focus more clearly on the standards of the children's work; the children's reading scores have increased and there are noticeable improvements in their written work due to the process of internal moderation and challenge that is taking place; standards in bi-literacy are now satisfactory for a majority of the children;
- there have been good improvements in literacy; the current focus is on writing and the children in key stage 2 have produced work of good quality; and
- the co-ordinators for literacy, numeracy and special educational needs (SEN) have begun to evaluate provision in their curricular areas; they use pupil performance data to monitor more systematically the progress of the children in order to identify underachievement; they engage in classroom observation and have collected samples of the children's work to evaluate their standards of attainment; this has resulted in a better strategic approach by the subject co-ordinators to improving provision in the key areas of literacy, numeracy and SEN; in particular, in mathematics, it has led to a greater emphasis on problem solving activities and more focused approaches to mental mathematics.

In most of the areas inspected the quality of education provided by this school is now satisfactory; strengths outweigh areas for improvement in the provision. The inspection has identified the need for the Principal to review the provision for the children with special educational needs (SEN) and to focus whole-school development on actions designed to bring about consistent improvement in the standards which the children achieve. The ETI will monitor and report on the school's progress in addressing the remaining areas for improvement.

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