

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	The Jonah Special School
Seoladh na scoile/ School address	Old V.E.C. Building, Slieverue Kilkenny Via Waterford
Uimhir rolla / Roll number	20380B

Date of Evaluation: 17-02-2017



Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: WSE-MLL Date of Inspection: 22 January 2016 Report Published? Yes	Date of Inspection: 17-02-2017
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/or senior management team • Interview with members of in-school management team or subject co-ordinator • Interview with relevant teachers/members of staff • Review of school documentation and records and pupils'/students' work • Observation of teaching and learning 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>More extensive opportunities for pupils to access learning activities while working in pairs and groups should be developed in a variety of settings across the school day.</p>	<p>Very good progress</p> <p>The school has put a number of arrangements in place to support students working together during the day. These include classroom arrangements and activities to promote social participation in the community. Classroom timetables have been reviewed to facilitate additional opportunities for students to work together in pairs and groups. Suitable consideration has been given to the identification of learning tasks that support pair work and social interaction. Arrangements are in place to enable students to access the community, using local services and to participate in community events. Buddy systems and work experience opportunities for senior students are also being developed.</p>
<p>To extend pupils' access to a broader curriculum, a wider range of curriculum activities should be developed, where pupils have opportunities to engage purposefully in a greater variety of learning areas, linked where practicable to the application of skills in purposeful contexts.</p>	<p>Very good progress</p> <p>The teachers have reviewed curriculum policies and classroom planning. They have developed cross-curricular and thematic approaches with an increased emphasis on age appropriateness and the use of skills in purposeful contexts in the school setting and wider community. The Primary School Curriculum documents and the National Council for Curriculum and Assessment guidelines for teachers of students with general learning disabilities have informed the process. Staff participation in areas of continuing professional development in relation to the introduction of the revised primary language curriculum, Aistear: the Early Childhood Curriculum Framework, and the implementation of the Junior Certificate Level 2</p>

	<p>Learning Programmes, is on-going. In addition to a good emphasis on the development of life skills during the school day, planned activities such as social trips into town, Physical Education and use of the gym, the Visual Arts and presenting the work of the students, are in evidence. These developments have contributed to students accessing a broad range of activities with a suitable emphasis on the promotion of functional and communication skills within a social context.</p>
<p>Summary of findings</p>	
<p>The school has made very good progress in addressing the recommendations set out in the WSE-MLL report. The school staff engage positively with continuing professional development opportunities to support the on-going development of their practice in working with students with autistic spectrum disorders and complex needs.</p>	
<p>Recommendations</p>	
<p>No further recommendations arise in relation to the recommendations in the original report.</p>	

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.