

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Mount St Michael
Seoladh na scoile/ School address	Rosscarbery Co Cork
Uimhir rolla / Roll number	62470N

Date of Evaluation: 12 April 2018



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.

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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE MLL</p> <p>Date of Inspection: 16 May 2016</p> <p>Report Published: November 2016</p>	<p>Date of Inspection: 12 April 2018</p>
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 senior management team • Review of school documentation and records 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The Board should issue an annual report to stakeholders on the operation and performance of the school in line with requirements of Education Act (Section 20).</p>	<p>Good progress</p> <p>The board of management has issued an annual report to the school community for the school year 2016-2017. The report is available on the school website and very thoroughly documents the highlights and achievements of the school community in that year.</p> <p>The school should ensure that they publish their combined school self-evaluation (SSE) report and school improvement plan (SIP) as part of, or in addition to, this annual report.</p>
<p>The Health and Safety Statement, which includes the policy and risk assessments, needs to be completed as soon as possible.</p>	<p>Very good progress</p> <p>The health and safety statement is now complete and was ratified by the board of management on 7 November 2017.</p>
<p>The whole-school approach to student support, which is evident, needs to be documented in a whole-school guidance plan that clearly identifies the roles of all staff involved.</p>	<p>Good progress</p> <p>The new whole school guidance plan was ratified on 5 February 2018. It contains a monthly and yearly needs analysis relating to the three aspects of guidance and support. It more clearly identifies the roles that staff have in supporting students, though any repetition in the document should be removed.</p> <p>More detailed documentation of how whole-school support is provided for students with special educational needs (SEN) should be included in the next review.</p>
<p>In relation to special educational needs (SEN), a smaller core teaching team should be put in place in line with best practice.</p>	<p>Good progress</p> <p>The number of staff involved in the SEN teaching team was significantly reduced in size in both academic years following the WSE MLL. Though changes in staff circumstances have meant the number of staff involved in the team has increased slightly in past months, senior leadership is committed to retaining the smaller core team number in to the future.</p>

<p>The board, together with the senior management team, should lead the implementation of recommendations provided in relation to teaching and learning, with a particular focus on whole-school implementation of strategies that would enhance levels of student participation and responsibility in class, and initiatives to support a greater sharing of observed best practice.</p>	<p>Good progress</p> <p>The subject plans have been standardised through the use of a common template. Older versions should now be archived.</p> <p>Learning and teaching is now a standing item on the agenda of subject department meetings.</p> <p>Team teaching is taking place in three subjects at senior cycle, with plans to expand the practice in line with the needs of the school.</p> <p>Assistant principals are working with groups of staff on policies that will directly affect holistic student responsibility, such as the homework policy and the assessment policy.</p> <p>Peer observation, while happening naturally through team teaching, has not yet been introduced formally.</p>
<p>The school should continue to develop its numeracy plan while identifying and planning a third area as part of its school self-evaluation (SSE) work.</p>	<p>Good progress</p> <p>There has been a revision of the numeracy plan in the school. Staff received in-service on the area in November 2017 and the plan continues to be developed and implemented.</p> <p>Homework and assessment were identified as the third area for SSE. Evidence has been gathered from teachers, parents and groups of students to inform the development of this area. Analysis of this evidence will lead to strategies being implemented in the next school year.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Very good progress has been made in relation to the health and safety statement. • Good progress has been made in relation to the issuing of an annual report, the whole school guidance plan, the size of the core SEN team and the implementation of the recommendation relating to teaching and learning; some aspects of these recommendations will require further attention for full implementation to be achieved. • Senior leadership, through plans already in place, demonstrate an ongoing commitment to the full implementation of the recommendations of the original report. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • The school should publish its combined school self-evaluation (SSE) report and school improvement plan (SIP) as part of, or in addition to, its annual report. • The school should include more detail on how whole-school support is provided for students with special educational needs (SEN) in the next review of its school guidance plan. • The school should continue to develop and implement its work on homework and assessment as the third area for SSE. 	

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.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
<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.