

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Cnoc Mhuire Secondary School
Seoladh na scoile/ School address	Granard Co. Longford
Uimhir rolla / Roll number	63730S

Date of Evaluation: 19-04-2018



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: Subject Inspection of Special Education</p> <p>Date of Inspection: 09-04-2014</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 19-04-2018</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 Deputy Principal • Interview with members of Special Educational Needs (SEN) team • Review of school documentation and records and students' work • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Teaching approaches for students with SEN should be extended to include team teaching configurations, in order to provide supplementary teaching within their mixed ability class settings.</p>	<p>Partial progress</p> <p>Since the time of the previous inspection a small-scale pilot of team teaching was trialled. Currently, there is provision on the timetable for teachers to work together in a small number of lessons to support students with SEN, however, this has not occurred to date this year. Teachers on the SEN team report that team teaching is a subject for discussion amongst teachers in the school and that they are generally positively disposed to planning and teaching together to support learners within mainstream lessons. Teachers should implement, and if necessary, seek training to support the development of team teaching as a mechanism to provide for students with identified needs in the most inclusive way, minimising the need for withdrawal from lessons.</p>
<p>The school should strive to ensure that students with Irish exemptions who are in receipt of learning support and EAL students who receive language support are taught separately, in order to address their different learning needs.</p>	<p>No progress</p> <p>Two of four support lessons on the timetable were observed. In both lessons, students with SEN and students with English as an additional language (EAL) were grouped together. Accordingly, no targeted, need-specific teaching was observed. This should be addressed. Many of the students present, originally had EAL needs but have been determined to no longer require language support. The allocation of supports for SEN/EAL should be used to meet the specific identified needs of students.</p>

<p>The individual planning process should be reviewed, and the current planning template should be extended to provide a practical map of goals and learning targets for students with SEN.</p>	<p>Partial progress</p> <p>The school has begun to develop student support files and is beginning to use an online platform to share relevant information regarding students' needs. Currently, only students with SEN whose diagnosis is supported by professional reports have a student support plan or individual education plan. There is a need for support plans to be developed in respect of all students who require support.</p> <p>The support plans should clearly outline well-considered learning targets based on assessment of needs, and interventions to support individual teachers' planning. Provision for monitoring of targets and review should be indicated in the support plan also.</p>
<p>It is recommended that the school further develop and extend the SEN student register and records, in order to effectively document, track and monitor individual progress.</p>	<p>Partial progress</p> <p>Students with support needs have been identified. Some engagement with the <i>Continuum of Support</i> framework is evident. A basic register has been drawn up. The school should now extend this register to document provision for all students, identifying the level of students' needs in accordance with the <i>Continuum of Support</i> framework. The provision plan should indicate how staff are deployed and should show how the school is using its allocation of support hours.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Partial progress was noted in respect of three of the four recommendations made in the original evaluation. However, in one area no improvement was evident. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Teachers should implement team teaching practices to provide for students with identified needs in the most inclusive way and to minimise the need for withdrawal from lessons. • Students should be grouped according to their needs in support lessons to ensure targeted, need-specific learning is facilitated. • Students who no longer have EAL needs should not receive support from hours allocated to the school for SEN/EAL support. • All students who have been identified as having SEN/EAL support needs should have a student support plan which should inform teachers' planning in order to align teaching with needs, and to support monitoring and review of needs. • The current register of students with support needs should be developed further into a school provision plan which outlines the supports in place for individual students and how SEN resources are deployed. 	

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.

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.