

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil Mhuire
Seoladh na scoile/ School address	Strokestown Co Roscommon
Uimhir rolla / Roll number	65100S

Date of Evaluation: 18 December 2017



WHAT IS A 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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Subject Inspection – Business Subjects</p> <p>Date of Inspection: 28 March 2014</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 18 December 2017</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 • Interview with relevant teachers • Review of school documentation and records and students' work • Observation of teaching and learning in three lessons • Interaction with students • Focus group meeting with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The school is advised that Business Studies class groups should be organised on a mixed-ability basis for at least the first two years of junior cycle.</p>	<p>Very good progress</p> <ul style="list-style-type: none"> • This recommendation was implemented in the school year 2014/2015 following the subject inspection in March 2014. • All class groups in first and second-year Business Studies are mixed ability. • The introduction of the new common-level specification for Business Studies in 2016 is supported by the revised class group structure.
<p>Lessons should be planned to provide sufficient opportunities for students to actively engage with the lesson outcomes and opportunities should be provided for students to demonstrate their learning.</p>	<p>Good progress</p> <ul style="list-style-type: none"> • Oral questioning was frequently used to activate prior knowledge and recall previous learning. Where most effective, a good balance of both open and directed questions was utilised by the teacher. • In some lessons, pre-prepared written task sheets enhanced students' learning by developing their analytical skills. • Student voice was most evident through engagement in pair tasks and through the answering of teacher-led questions. • In one lesson, self-directed learning was encouraged through the use of spider grams, to which students could add additional material to support their learning. • Students were seated in pairs or threes which allowed for pair/small group work. Students interviewed as part of the inspection indicated that seating arrangements in lessons

generally remained unchanged during the school year. Where relevant this approach should be reviewed to ensure that students' ability to activate each other as learners is maximised.

- In all lessons observed, learning intentions shared at the start of lessons were recapped towards the end, to assess students' progress.

Summary of findings

- Mixed-ability groupings will be extended to all years in junior cycle in the context of the revised specification for Business Studies.
- Student voice was most evident through the answering of teacher-led questions.
- A number of very good approaches to differentiation were evident, specifically differentiation through oral questioning and written task sheets.
- In some instances, learning was supported through the use of spider grams and the explicit teaching of key words.

Recommendations

- To support students' learning in junior cycle, increased use of research tasks with supporting success criteria should be used at key points in their learning journey.

CHILD PROTECTION

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed near the main door of the school / in the school's reception area.
3. The school has a Child Protection policy in place.
4. The principal confirmed that all teachers have been made aware that they are mandated persons and that they have responsibilities in that regard.

The school met the requirements in relation to each of the checks above.

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.