

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Mount Seskin Community College
Seoladh na scoile/ School address	Jobstown Tallaght Dublin 24
Uimhir rolla / Roll number	70141N

Date of Evaluation: 11-04-2019



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.

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.

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
Type: WSE-MLL Date of Inspection: 15-03-2017 Report Published? Yes	Date of Inspection: 11-04-2019
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 the senior management team • Interview with members of in-school management team • Interview with relevant teachers • 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>The board should take a proactive role in meeting its statutory responsibilities and make arrangements for the review and development of the DEIS action plan, incorporating the school self-evaluation process.</p>	<p>Good progress</p> <p>The board of management has established a number of subcommittees and now has a greater focus on school improvement and developments across the curriculum.</p> <p>A whole-school community approach has been adopted in developing a new DEIS plan through the school self-evaluation process.</p> <p>Plans to have the DEIS plan ratified by the board in the first term of the 2019/2020 school year should be progressed.</p>
<p>The principal and the deputy principal should include formal planning meetings in their schedule to develop an agreed strategic vision and adopt an agreed and consistent approach to leading and managing the school.</p>	<p>Good progress</p> <p>The principal and deputy principal have collaborated on the development of a shared vision and a strategic plan to inform school leadership and management.</p>
<p>A complete audit of teaching, learning and assessment should be undertaken to ensure higher expectations of student learning and improved student engagement and outcomes.</p>	<p>Good progress</p> <p>A comprehensive audit of teaching, learning and assessment has been undertaken. Areas for action have been agreed by staff including a greater focus on differentiation, success criteria and team teaching approaches. Other significant developments include the integration of Guidance into third year, the introduction of Transition Year including the subject Physical Education, and a coordinator for English as an Additional Language.</p>

	<p>In the lessons observed, expectations of student learning was generally high and there were some very good examples of differentiation. There is scope for greater consistency in the implementation of assessment for learning practices to enhance student experiences across the curriculum.</p>
<p>All aspects of the specification for Junior Cycle English should be implemented in the case of all class groups, including access to the CBAs and participation by all relevant teachers in SLAR meetings.</p>	<p>Very good progress All students now have access to the classroom-based assessments and all relevant teachers participate in subject learning and assessment review meetings.</p>
<p>Summary of findings</p>	
<p>Very good progress has been made in supporting all students' access to the CBAs for Junior Cycle English. Good progress has been made in all other areas.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Progress the new DEIS plan for ratification by the end of the first term in 2019/2020. • Continue to develop teachers' collaborative practice to ensure consistency in high quality learning experiences and outcomes for students across the curriculum. 	

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.