

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Scoil Mhuire Community School
<b>Seoladh na scoile/ School address</b>	Clane Naas Co Kildare
<b>Uimhir rolla / Roll number</b>	91372D

**Date of Evaluation: 05-02-2020**



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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
<b>Type: Follow Through</b> <b>Date of Inspection: 19-04-2018</b> <b>Report Published? Yes/No</b>	<b>Date of Inspection: 05-02-2020</b>
<b>Follow-through inspection activities</b>	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> <li>• Meeting with principal and senior management team.</li> <li>• Interview with members of in-school management team or subject co-ordinator.</li> <li>• Interview with relevant teachers and key members of staff.</li> <li>• Review of school documentation and records and students' work.</li> <li>• Observation of teaching and learning.</li> <li>• Interaction with students.</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board should enhance its leadership and oversight role in teaching and learning.</p>	<p><b>No progress</b>  The board of management have been preoccupied with contextual issues regarding the school and has not engaged with teaching and learning matters.</p>
<p>Further development of provision for students with special educational needs (SEN) is required.</p>	<p><b>Very good progress</b>  The school, led by the SEN coordinator, has introduced detailed standardised testing across all year groups to ensure the individual learning needs of students are met. It is envisaged that the data generated from this testing will form the basis for a whole-school academic tracking and monitoring system. There is also a dedicated literacy and numeracy teacher and while there is still a significant number of teachers delivering SEN support; this number continues to be reduced. Moreover, there is a pilot group exploring team-teaching and whole-school continuous professional development in this area is planned which will promote in-class support of SEN students in the school.</p>
<p>Teaching and learning improvements should focus on integrating literacy and numeracy policies into classroom practice, the consistent use of assessment for learning methodologies including written formative feedback, and the consistent and enhanced use of more student-centred active-learning methodologies.</p>	<p><b>Very good progress</b>  During the evaluation examples of collaborative active learning strategies such as <i>think, pair, share</i> and group-work were in evidence in all lessons visited. There was good use of learning intentions and in the most effective lesson, these were clearly linked with prior learning and success criteria. Some good examples of oral and written formative feedback were also in evidence. Where practice was most effective, the teacher emphasised subject specific key words to support student learning.</p>

<p>The School Self-Evaluation (SSE) initiative on collaboration should be used to enhance the work of subject departments and the use of the SSE processes should be more central to school improvement.</p>	<p><b>Partial progress</b></p> <p>Some progress has been made in relation to collaboration among subject teams such as the continued development of an online sharing platform. The SMT now also meets subject team co-ordinators biannually to discuss issues relating to resources and timetabling. However, the SSE process as a means of structuring and measuring school improvement is not yet fully realised. Encouragingly, a recent post of responsibility has been allocated to this area and plans are underway to develop a School Improvement Plan (SIP) for this year.</p>
<p>Full provision should be made for Relationship and Sexuality Education (RSE) in junior cycle</p>	<p><b>Very good progress</b></p> <p>The RSE programme for junior cycle is now clearly outlined in the school's Social, Personal and Health Education plan.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• A range of measures to support students with SEN are in place such as detailed standardised tracking and plans are underway to introduce team-teaching as a means of developing in-class support.</li> <li>• A range of student-centred, active learning methodologies and some literacy and numeracy interventions were observed in lessons.</li> <li>• The school continues to develop ways of encouraging collaboration among subject teams such as the development of online sharing platforms.</li> <li>• Delivery of RSE at junior cycle is clearly outlined in the school's SPHE plan.</li> </ul>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• The board should enhance its leadership and oversight role in teaching and learning.</li> <li>• The use of the SSE process should be more central to school improvement and the school should develop a school improvement plan immediately.</li> </ul>	

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<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.