

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Mountmellick Community School
Seoladh na scoile/ School address	Mountmellick Co Laois
Uimhir rolla / Roll number	91426A

Date of Evaluation: 26-11-2018



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.

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
<p>Type: Whole School Evaluation Management, Leadership and Learning</p> <p>Date of Inspection: 26-11-2018</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 26-11-2018</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 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The admissions policy and code of behaviour should be reviewed without delay.</p>	<p>Very good progress</p> <p>The admissions policy has been amended and all of the concerns raised during the original inspection fully addressed.</p>
<p>The proposed taster programme in first year should be introduced following research on how such programmes operate in other schools.</p>	<p>Very good progress</p> <p>Procedures for facilitating the transfer of students into first year are effective and include visits to the relevant primary schools where the first-year options are discussed. The students are then provided with a range of opportunities to sample the optional subjects prior to selecting the three they will follow for the junior cycle. Students are also provided with the opportunity to change their options in first year if the need arises.</p>
<p>Timetabling provision for the core subjects needs to be rebalanced to ensure that the time available for teaching Irish is on a par with that for Mathematics and English.</p>	<p>Very good progress</p> <p>The balance of provision for Irish is now on a par with that for Mathematics and English.</p>
<p>The model for learning support should be reconfigured with a view to reducing the number of teachers involved in its delivery and utilising more diverse models of support than is currently the case.</p>	<p>Good progress</p> <p>The qualifications profile of the team delivering learning support has been greatly enhanced and robust processes are now in place for identifying and tracking the progress of those students requiring additional support. Learning support is primarily provided during individual and small group withdrawal in English and Mathematics in parallel with these subjects in the particular year group. There is scope to implement a wider range of models.</p>

<p>Engagement by senior management with subject departments relating to student performance in the certificate examinations should continue and should lead each subject department to set targets for improvement and develop action plans to attain them.</p>	<p>Good progress</p> <p>The school has initiated more robust tracking of student performance in both the house and certificate examinations. Senior management meet with the subject departments to discuss and analyse the outcomes of student attainment in certificate examinations. There has been less progress in relation to target setting by subject departments themselves.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • The school's senior management team have worked very hard to address the recommendations arising from the original whole-school evaluation and progress against each one is either good or very good. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • The range of models through which learning support for students should be extended to include, for example, in-class support and team teaching. • Action planning for improvement should be prioritised by the subject departments. 	

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.