

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Moyne Community School
<b>Seoladh na scoile/ School address</b>	Moyne Co Longford
<b>Uimhir rolla / Roll number</b>	91436D

**Date of Evaluation: 18-10-2019**



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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 in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

## **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><b>Type: Follow Through Science, Biology &amp; Agricultural Science</b></p> <p><b>Date of Inspection: 07-12-2017</b></p> <p><b>Report Published: Yes</b></p>	<p><b>Date of Inspection: 18-10-2019</b></p>
<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</li> <li>• Interview with subject co-ordinator</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and records and students' work</li> <li>• Contact with parents – No</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>There is significant scope to provide more developmental written feedback to students on their written work.</p>	<p><b>Very good progress</b></p> <p>The school self-evaluation (SSE) target for assessment of learning (AfL) has positively contributed to the use of an agreed format for written developmental formative feedback. This has resulted in whole-school strategies being established to progress teachers' use of developmental written feedback on students' written work.</p> <p>The science departments have created templates that outline success criteria for students' work. The quality of written developmental feedback, in copy books and experiment notebooks observed, ranged from good to exemplary. Commendably all students' work was frequently and consistently assessed, outlining strengths and areas for improvement.</p> <p>In a significant minority of the work reviewed, exemplary use of the subject developed template was seen to facilitate meaningfully personalised written developmental feedback. There was a positive correlation between written feedback and highly student-centred improvements. This was most successful in the significant minority of samples of students' work where student self-reflection was also included.</p>
<p>Consideration should be given to further developing students writing skills, and their report-writing skills in particular, by provision of occasional extended written exercises.</p>	<p><b>Very good progress</b></p> <p>Very good progress has been made in report-writing skills and in the use of occasional extended written exercises as evident in the samples of students' work from all year groups, in the sciences, reviewed.</p>

	<p>Exemplary use of templates, outlining success criteria to support attainment in extended written exercises and report-writing, was seen in a significant minority of students' work. Highly valuable student-centred improvement commentary was written in the majority of extended written exercises.</p> <p>There is some scope to further develop consistency in the use of the success criteria to support student-centred improvement.</p>
<p>Data from analyses of outcomes in certificate examinations, and from other sources, should underpin an evidence-based improvement programme.</p>	<p><b>Very good progress</b></p> <p>Very good progress has been made with evidence of improvement planning at school, department, class and student levels. The school has incorporated a whole-school approach to tracking progress and targets for improvement have been set in all the sciences.</p> <p>Data analysis of outcomes from certificate examinations, common termly examinations, weekly continuous assessment in lessons are used to establish goal setting within the department. An improvement plan is prepared and interventions discussed and agreed. The improvement plan is regularly reviewed to monitor progress.</p> <p>The chief examiners report has been used in each subject to analyse two topics that were answered well and two for improvement.</p> <p>Outcomes from certificate examinations show that the fail rates at senior cycle has decreased since the previous subject inspection. Outcomes from junior cycle are currently being reviewed and will inform further improvement planning.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• Very good progress has been found in the three recommendations. Senior management have successfully used the SSE process to support improvement in all recommendations.</li> <li>• The departments have been proactive in their approach to the recommendations and there have been very positive outcomes for student learning as a result.</li> </ul>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• No further recommendations arise in relation to the recommendations in the original report.</li> </ul>	

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
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<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.
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<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.
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<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.
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<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.
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# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

**Area 1 Observations on the content of the inspection report**

**The Board thank the inspectorate for their very positive feedback in this inspection.**

The school will make every effort to ensure that the findings of this and other inspections contribute to our ongoing school improvement process.

**Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

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