

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Mountrath Community School
Seoladh na scoile/ School address	Dysartbeigh Mountrath Co. Laois
Uimhir rolla / Roll number	91550B

Date of Evaluation: 30-09-2019



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
<p>Type: WSE-MLL</p> <p>Date of Inspection: 26-10-2017</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 30-09-2019</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 • Interview with members of the in-school management team and subject co-ordinators • Interview with relevant teachers and members of staff • Review of school documentation and records. 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The leadership role of post holders should be exercised through leading the implementation of developments in teaching and learning.</p>	<p>Very good progress</p> <p>Senior post holders have successfully taken on a wide variety of roles to meet the needs of the school and are a significant support to the senior leadership team. The roles are appropriate to support teaching and learning and include curricular, administrative and planning functions. The associated tasks are implemented in a manner that requires a high level of collegiality and co-operation amongst colleagues. It remains for the AP2 post holders to engage to the same extent.</p>
<p>The board should enhance its leadership and oversight role through leading learning and through a programme of policy development and review.</p>	<p>Very good progress</p> <p>Policy development and review is managed according to a comprehensive schedule and a clear and appropriate process which includes engagement with relevant partners. The board oversees this process which is implemented by a post holder and a deputy principal.</p> <p>Teaching and learning are agenda items for all board meetings and the board is fully appraised of all relevant developments in the school and wider contexts, and of outcomes for students in certificate examinations.</p>
<p>The process of SSE should be developed and applied as a means of improving the quality of teaching and learning.</p>	<p>Good progress</p> <p>The school's SSE process is ongoing and active, managed by the senior leadership team and a number of post holders. The current focus is relevant to teaching and learning and to issues that support this with appropriate research and consultation practices evident. Some of the targets should be reviewed and the SSE report and school improvement plan should be shared with the school community.</p>

<p>The development of aspects of the teaching and learning process should be progressed through the work of collaborative subject departments.</p>	<p>Partial progress</p> <p>A very good survey of staff members has been carried out by senior leaders, raising awareness of how subject departments might improve aspects of their work. Engagement with the Junior Cycle has enabled and encouraged collegial practices. However, some scheduling of course delivery is still weak and working towards improvement is at an early stage. The work of the subject departments should focus more on teaching and learning with a view to improved outcomes for students. Clear targets should be set by the departments, actions specific to achieving the targets should be described and ongoing monitoring over time should take place to ensure improvements are happening.</p>
<p>Summary of findings</p>	
<p>Significant improvements are evident in many areas, especially in the manner in which senior post holders have engaged with the senior leadership team and with their roles as middle managers in the school. It is very positive that a more student-focussed approach to school management has emerged and tangible benefits to students are evident from this work. It is incumbent on the AP2 post holders to similarly engage.</p> <p>The board has engaged to a significantly greater extent in leading teaching and learning and is more cognisant of its role in ensuring teaching and learning are carried out to the highest standards.</p> <p>The school's SSE process is progressing well and resulting in improvements for learners; the quality of these improvements can be maximised through improved target setting in some areas.</p> <p>With some notable exceptions, the role of the subject departments in planning for improvements is yet to be realised to its fullest potential and it is important that this process is continued and improved.</p>	
<p>Recommendations</p>	
<p>No further recommendations arise in relation to the recommendations in the original report.</p>	

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.