

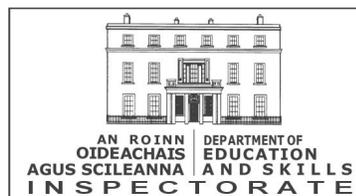
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**Meánscoil an Chlochair,
Kilbeggan, Co Westmeath
Roll Number:63221U**

Date of inspection: 18th May 2016



Date of original inspection¹	1 December 2014	Type of original report	WSE MLL	Date of FT inspection	18th May 2016
Report published	Yes				
Follow-through inspection activities					
<p><i>The following activities took place in the course of the follow-through inspection:</i></p> <p>Meeting with the senior management team Meeting with members of the in-school management team Meeting with relevant teachers Observation of teaching and learning Interaction with students Review of school documentation and records</p>					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
The elements of best pedagogical practice observed should be consistently implemented with particular emphasis on the use of Assessment for Learning (AfL).		Very good progress AfL is the focus of the current school improvement plan and significant whole-school continuous professional development (CPD) has been provided in the current school year. In the course of visits to lessons best pedagogical practices were evident. The principles of AfL informed lesson planning and delivery. Learning outcomes and excellent assessment practices were used throughout lessons.			
Greater use should be made of varied active learning methodologies.		Very good progress In the lessons visited, a variety of active learning methods was used to very good effect. Students engaged readily and enthusiastically in group and pair work and it was evident that such active methodologies are common practice. Particularly noteworthy were the innovative strategies used to encourage students to reflect on their learning and to be creative.			
The recently initiated review of posts of responsibility (POR) should ensure that the school's priorities are best met and that recommendations in this report are addressed in relation to this matter.		Very good progress The board of management has completed a most effective review of POR resulting in very positive outcomes for the school. An open and transparent consultative process of review took place. The workload attached to posts is now distributed in a more equitable manner and post holders make a significant contribution to the effective running of the school. Post holders have availed of CPD opportunities and have developed their own professional capacity. Senior management has detailed the duties attached to each post and as in line with best practice holds regular meetings with post holders.			
The timetabling, and staff and student allocation issues, particular to learning support provision should be addressed to ensure effective differentiated provision.		Very good progress All issues have been addressed in relation to the provision of learning support (LS). The team of teachers involved in LS has been reduced. It was evident that in planning for the delivery of LS that every effort is made to ensure that the different and very varied needs of students are met. Particular progress has been made in meeting the needs of students for whom English is an additional language.			
Subject departments should formulate a detailed action plan and provide an annual report to senior management to support development of priorities at whole-school and subject department levels.		Very good progress Subject department planning has advanced in line with the school's priorities of active learning and AfL. Particularly praiseworthy is teachers' practice of surveying students regarding their learning and classroom experiences. These surveys then inform the annual report to senior management.			

Summary of findings	
The senior management team have shown excellent leadership by ensuring that all the recommendations of the original WSE MLL report have been implemented. Very good progress has been made across a wide range of areas in relation to teaching and learning, the provision of differentiated learning support, the in-school management structure and the quality of planning for the delivery of the curriculum.	
Recommendations	
No further recommendations arise in relation to the recommendations in the original report.	

The board accepts the report as the final inspection report available for publication and does not wish to respond formally to the report.