

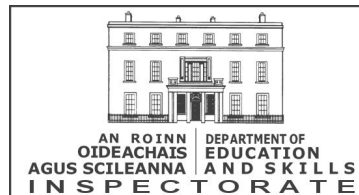
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**St. Mel's College
Longford
Uimhir rolla: 63750B**

Date of inspection: 25 November 2015



Date of original inspection	25 September 2014	Type of original report	WSE-MLL	Date of FT inspection	25 November 2015
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>Meetings with members of the senior management team Meetings with relevant members of staff Observation of teaching and learning Interaction with students Review of school documentation and records and students' work Communication with chairperson of board of management</p>					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
<p>The new board should lay out a three year plan that identifies key priorities, the actions agreed to reach those priorities, as well as the person or persons who will lead those actions.</p>		<p>Very good progress The board has prepared a three-year plan for the school along with suggested actions across a range of areas. The plan also details those responsible for carrying out those actions.</p>			
<p>The management issues identified in this report should be addressed.</p>		<p>Partial progress Some of the recommendations in this report have been addressed. For example, some work has been done on laying out the respective roles of both members of the senior management team. This should be revisited frequently to ensure an equitable distribution of tasks. Insufficient progress was evident in relation to other identified areas.</p>			
<p>A review of the timetable should be undertaken and a consultative approach to timetabling should be consistently adopted.</p>		<p>Partial progress A review of the timetable has been undertaken and some changes implemented. The timetabling committee continues its work and additional members of staff have had training in the area. However, a respectful, consultative approach to timetabling is not always adopted. This should be addressed by the principal and board of management.</p>			
<p>The correct and full use of allocated resource and learning support hours, for the purpose for which they are intended, should be addressed as a priority.</p>		<p>Very good progress Evidence reviewed indicated that allocated resource and learning support hours are now used for their intended purpose. A number of teachers are involved in the delivery of this differentiated support but the two main learning support teachers now have timetabled coordination and teaching hours to support this area of learning. A very co-ordinated approach to the allocation of these hours was evident and very good record keeping was evident both in relation to individual students and their entitlements, and class groupings.</p>			

There should be a good balance between teacher input and student activity in lessons and Assessment for Learning (AfL) principles should be embedded into classroom practice.

Good progress

A number of lessons were observed over the course of the evaluation. The standard of teaching and learning ranged from fair to very good in classrooms visited. Teacher questioning was the dominant methodology used although most lessons also included some independent student activity. Some good use of AfL (formative assessment) strategies was noted such as the introduction of the learning intention at the start of the lesson. Other relevant strategies like the use of wait time following questioning should be implemented on a more consistent basis.

Summary of findings

- There was good or very good progress in relation to some of the recommendations in this report. It is positive that resource and learning support hours allocated to the school are now used for their intended purpose.
- There was partial progress in relation to some of the recommendations in the report associated with management.
- Other areas need additional focus and oversight such as a school-wide approach to timetabling.

Recommendations

- The roles of both members of the senior management team should be reviewed frequently to ensure an equitable distribution of tasks and that a collaborative approach to management is adopted in the interest of the school.
- Management should ensure that a consultative, respectful approach to timetabling is adopted at all stages of the process.
- To ensure a coordinated approach to provision, the number of staff members involved in providing support to some of the small learning support withdrawal groupings should be reduced.
- Staff and management should continue to work together to ensure that there is a good balance between teacher talk and student activity in lessons and to embed formative assessment strategies in classroom practice.
- The board of management should ensure the implementation of recommendations made in inspection reports.

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.