An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Loreto College
Seoladh na scoile/ School address	Mullingar Co Westmeath
Uimhir rolla / Roll number	63290Q

Date of Evaluation: 29-03-2017

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: Whole School Evaluation Management, Leadership and Learning **Date of Inspection: 02-02-2015** **Report Published Yes**	**Date of Inspection: 29-03-2017**

Follow-through inspection activities

The following activities took place in the course of the follow-through inspection

- Meeting with senior management team
- Interview with members of in-school management team or subject co-ordinator
- Interview with relevant teachers
- Review of school documentation and records and students' work
- Observation of teaching and learning
- Interaction with students

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
The elements of best pedagogical practice observed should be more widely implemented with greater emphasis on the use of AfL principles	**Very good progress** Senior management has demonstrated excellent leadership for learning in regard to this recommendation. Teachers have been provided with seminars on AfL and AfL is also the focus of the school's improvement plan. Teachers have engaged very well with this theme and have discussed at subject department level how to implement AfL strategies in their teaching practice. Good structures are in place to progress this work as a group of teachers has agreed to trial some new AfL strategies and to provide feedback to all staff. Visits to lessons provided further evidence of good implementation of strategies associated with AfL.
The review of post duties should be progressed and all post holders should meet and share with school management a short report on their work annually.	**Very good progress** The review of posts has taken place and plans are in place for post holders to provide school management with a short report on their work at the end of the year.
Regular formal meetings of staff engaged in student support should take place.	**Very good progress** The team of staff involved in student support meets on a weekly basis and minutes of these meetings were provided. It was evident that excellent work is being undertaken by this team who are very well organised, highly efficient and most dedicated in their duty of care.

	The use of social media and electronic platforms to progress their work and to communicate with parents and students is most impressive.
Team teaching and the effective use of individual student learning plans should support more appropriate differentiated provision for students with special education needs (SEN).	**Partial progress** The progress in relation to provision for students with SEN is not satisfactory. A total of four individual student learning support plans has been set up. There is scope and need to develop many more such plans in order to ensure that the learners receive the requisite support and that their progress is tracked and reviewed. It was stated that a significant number of parents of students with SEN, do not want their daughters withdrawn from mainstream lessons. As withdrawal is the only model of provision available for students with SEN at the moment in the school, it is imperative that team teaching be considered more favourably in order to provide for these students' additional needs.
All mandatory policies should be ratified by the board of management (BOM) and a rolling review initiated to update policies as required.	**Very good progress** All mandatory policies have been ratified and a systematic approach to review and updating policies has been put in place as was evidenced by a review of the minutes of the meetings of the BOM.
Summary of findings	
Overall the progress is excellent and the senior management team has shown very good leadership in ensuring that the majority of recommendations have been implemented. The teachers have shown great commitment to continually improve their classroom practice so as to provide a high quality education for their students. The provision for students with SEN is in need of further review.	
Recommendations	
The practice of developing individual learning support plans should be extended further. Team teaching should be provided to ensure that more learners with additional learning needs receive in-class support.	

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.