An Roinn Oideachais
Department of Education

Follow-through inspection

on progress made by the school since the **Whole School Evaluation – Management, Leadership and Learning** carried out in March 2023

Report

REPORT

Ainm na scoile/School name	Moate Community School
Seoladh na scoile/School address	Church Street Moate Co Westmeath
Uimhir rolla/Roll number	91501L
Dáta na cigireachta/ Date of evaluation	17/09/2024
Dáta eisiúna na tuairisce/Date of issue of report	13/11/2024

Follow-Through Inspection

Follow-Through inspections evaluate the progress a school has made on implementing recommendations made in an earlier inspection. During a Follow-Through inspection, inspectors may also advise the school on what other actions they can take to fully implement these recommendations.

This inspection followed up on the progress the school made in implementing the main recommendations in the inspection carried out in March 2023: Whole School Evaluation – Management, Leadership and Learning. Published school reports can be accessed here.

How to read this report

The first part of the report describes what the inspector did during this Follow-Through inspection.

The main section of the report describes the progress the school has made in implementing each of the main recommendations made in the original inspection. Inspectors use one of the following terms in describing this progress: very good, good, partial or no progress. These terms are explained on the last page of the report.

The report then briefly describes the process school leaders used to implement the recommendations. School leaders includes the principal, the deputy principal and assistant principals. It also includes teachers with posts of responsibility and any member of the school community who has undertaken roles related to the school's priorities.

The report concludes with advice to help the school fully implement the recommendations made in the original inspection, where such advice has been provided to the school.

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.

Actions of the school to safeguard children and prevent and tackle bullying

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Anti-bullying</td></tr>
<tr><td>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.</td><td>1. The school has developed an anti-bullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) or Bí Cineálta (2024) and this policy is reviewed annually.
2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils/students.</td></tr>
</table>

The school met the requirements in relation to checks 1 and 3 of the child protection checks. It did not meet the requirements of check 2 of the child protection checks. However, the school subsequently furnished evidence of compliance with this requirement. The school met all the requirements in relation to the anti-bullying checks above.

The following activities took place during the Follow-Through inspection:

- Meetings with the senior management team
- Meetings with members of staff
- Review of school documentation and records
- Meeting with chairperson of the board of management

Findings on progress made on recommendations

In a significant minority of junior cycle subject plans there was an over-reliance on a chapter-based approach to lesson planning. To progress subject planning, subject teams should collaboratively develop units of learning that reflect junior cycle specifications and incorporate assessment tasks with clear success criteria.

Good Progress

To progress subject planning the senior management team provided increased time provided to teachers for collaborative subject planning. From the sample of subject plans reviewed it was evident that teachers had adopted a unit of learning approach to planning for Junior Cycle. In a few of the plans reviewed exemplary practice was noted in the incorporation of assessment tasks with clear success criteria to guide and support student learning.

To further address this recommendation, subject departments should plan for the incorporation of assessment tasks with clear success criteria in all subject plans. The identified assessment approaches should be implemented across lessons to enable students to understand the expectations for learning and how to improve their learning. Additionally, teachers would benefit from opportunities to share planning approaches across subject departments.

Imbalances in time allocated to subject areas, curricular deficits and the incorrect use of SEN resources were identified during the inspection. To address these issues, senior management should lead a comprehensive review of the school's curriculum and timetable.

Good Progress

In order to address this recommendation, the senior management team reviewed the curriculum being offered to students and addressed the deficits in provision highlighted in the original inspection report.

Imbalances remain in the allocation of teaching hours for a number of subjects in both junior and senior cycle. To fully resolve the imbalances in the allocation of teaching time that remain, a comprehensive review of the school's curricular provision and timetables is still required.

To address the incorrect use of special education teaching (SET) resources, the senior management team in collaboration with the special educational needs (SEN) co-ordinator have made a number of positive changes to the organisation and management of SEN provision in the school. This included the development of a core-team of teachers to co-ordinate and manage supports for students with identified needs. Additionally, appropriate structures to share relevant information with the wider school staff have been established.

The school is using the *Continuum of Support* framework to plan for students with identified needs. At the time of the Follow Through inspection, support files were in place for most students placed at the 'Support for Few' level and the 'Support for Some' level. The core team were reviewing and updating student support plans in consultation with students and their parents. A review of a sample of students' support plans indicated further work was required to develop learning targets for students to ensure the SEN resources were being used effectively.

In planning the timetable, the principal and the SEN coordinator met regularly to discuss and plan for the use of resources which were allocated to the school by the National Council for Special Education. Almost half of the school's allocation for special education teaching (SET) was used to provide team-teaching within mainstream lessons. Fifty-eight teachers were involved in this arrangement. It was positive that whole-staff training was provided for team-teaching at the beginning of the school year. To

ensure that these supports address students' identified needs and are linked to the targets outlined in student support plans it is recommended that the number of teachers providing SET is reduced.

At the time of the evaluation, a strategic plan had been developed but no action plan was in place for implementing and monitoring progress of these priorities. The board should oversee the development of an action plan to assist in the implementation, monitoring and review of the priorities.

Very Good Progress

The board of management developed an action plan to support the implementation of their strategic plan. This plan clearly identified how each priority would be addressed and the board also established sub-committees to follow up on actions. The board received updates on progress being made at the end of the school year.

Aspects of the current schedule of posts of responsibility do not meet the current and emerging needs of the school. A review of the school's post structure should therefore be conducted in line with Circular letter 0003/2018.

Very Good Progress

To address this recommendation a representative committee was formed from staff members who volunteered to lead the review process. All members of staff were consulted through surveys and whole-staff meetings, where they discussed the priorities of the school. The process enacted to review the posts of responsibilities was consultative, transparent and highly effective, resulting in a realignment of the posts with the identified priorities of the school.

A significant minority of teachers were scheduled one period of supervision per week from the school's teaching allocation. School management should ensure that supervision and substitution arrangements applied by the school are separated from the teaching allocation.

Very Good Progress

The senior management team have ensured that all teachers were timetabled according to their contracted hours for the provision of tuition. Appropriate supervision and substitution arrangements were in place. It was noted that an anomaly currently exists in sixth year with a small number of students timetabled for study lessons. This should be addressed as part of the further review of the timetable.

The approach to the provision and teaching of the Relationships and Sexuality Education (RSE) programme with senior cycle students is not in line with best practice. The provision and teaching of RSE for senior students should be reviewed and updated.

Very Good progress

Very good progress has been made to ensure the provision of RSE for senior cycle students was in line with best practice. This included training for a core-team of RSE teachers through the support service for teachers and school leaders (OIDE) and other relevant agencies. Additionally, a range of suitable resources recommended by Oide, and the NCCA were being used to support teaching and learning in RSE.

Further progress is needed in the timetabling of RSE for sixth-year students to ensure they are not withdrawn from their physical education lessons for RSE.

The process of implementing the recommendations

The school has engaged in a process of reflection, self-evaluation and capacity building to address the recommendations made in the WSE-MLL report.

Recommendations

- To address the remaining curricular imbalances in the allocation of teaching hours for a number of subjects in both junior and senior cycle. Senior management should continue to review and improve the school's curricular provision and timetabling arrangements.

The Quality Continuum for progress made on implementing the recommendations
Very good progress indicates that appropriate action has been taken to address the recommendation. The action has fully achieved or will achieve the required outcome.
Good progress indicates that appropriate action has been taken to address the recommendation. Substantial improvement has occurred, although further progress is necessary.
Partial progress indicates that some appropriate action has been taken to address the recommendation. Some improvement has occurred, but considerable further progress is necessary.
No progress indicates that no action has been taken. The original recommendation remains to be addressed.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management of Moate Community School welcomes the follow through report and the many positive comments. The Board acknowledges the great progress of the school in addressing the recommendations of the report.

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

The Board is totally committed to working with stakeholders on examining and progressing the proposals as set out in the follow up report in a timely manner.

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