An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil Mhuire Lourdes
Seoladh na scoile/ School address	Ballea Road Carrigaline Co Cork
Uimhir rolla / Roll number	13512B

Date of Evaluation: 08-12-2017

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

WHAT IS A 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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: WSE-MLL **Date of Inspection: 29-02-2016** **Report Published? Yes**	**Date of Inspection: 08-12-2017**

Follow-through inspection activities

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

- Meeting with principal and senior management team
- Interview with members of in-school management team
- Review of school documentation and records and pupils' work
- Interaction with pupils

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
The teaching staff should engage in a collaborative process to align whole-school plans more closely with classroom planning to ensure structured progression and development in curriculum implementation throughout the school.	**Good progress** Since the publication of the report, the staff has engaged in a review of elements of the school plan. Science, Maths, Physical Education (PE) and Social Personal Health Education (SPHE) plans have been revised by the staff in a collaborative manner. Evidence from teachers' planning suggests that this work has impacted positively on classroom practice. The school should now focus on consolidating the work undertaken to date and setting a timescale for aligning the remaining curricular plans more closely with classroom planning and practice.
Is gá an plean scoile don Ghaeilge a leathnú chun scileanna léitheoireachta agus scríbhneoireachta na ndaltaí a fhorbairt go córasach ar bhonn uile scoile. *The school plan should be extended to develop reading and writing skills in a systematic manner throughout the school.*	**Partial progress** Rinneadh athbhreithniú ar gnéithe den phlean scoile sa Ghaeilge. Tugadh isteach scéim léitheoireachta ilgrádaithe sna ranganna agus tá fianaise ann go bhfuil caighdeán léitheoireachta na ndaltaí ag dul i bhfeabhas. Tá obair athbhreithnithe ar mhúineadh na Gaeilge sa scoil idir lámha ag áisitheoir ó na seirbhísí tacaíochta. Tá lá eile tacaíochta pleanáilte don scoil go luath. Tá tuilleadh oibre le déanamh, áfach, chun aghaidh a thabhairt go hiomlán ar an moladh seo agus a chinntiú go múintear léitheoireacht agus scríbhneoireacht sa Ghaeilge go córasach ar fud na scoile. *Aspects of the school plan for Irish have been reviewed. A new graded reading scheme has been introduced in classrooms and there is evidence that the standard of pupils' reading is improving. A facilitator from the support services has undertaken work in reviewing the school's teaching of Irish. A second day of support is planned in the near future. However, further work is required to fully address this recommendation and to ensure that reading and writing in Irish are taught systematically throughout the school.*
A whole-school implementation of the assessment plan should be undertaken in order to significantly enhance current provision.	**Partial progress** An initial review of the existing assessment plan has commenced. The staff has engaged in a collaborative discussion and has identified the key elements to be included in a newly-revised policy.

	Responsibility for the whole-school implementation of the assessment plan will form part of the duties of a newly-appointed assistant principal post. This work needs to be progressed, finalised and ratified by the board of management. This plan should then be implemented on a whole-school basis and subject to regular review.
The school should adopt a more consistent approach to planning, monitoring and reviewing individual educational plans (IEPs) and individual profile learning programmes (IPLPs).	**Partial progress** The school has adopted the continuum of support process and comprehensive support files have been developed for some pupils. This effective practice should now be extended for all pupils in receipt of supplementary teaching. There is still some scope to improve the monitoring of individual pupil progress.

Summary of findings

The school has initiated work towards addressing the recommendations of the WSE-MLL report. Good progress has been made in developing greater links between whole-school and individual-teacher planning. To date, partial progress has been made with the remaining three recommendations relating to the Irish plan, assessment policy and aspects of SEN provision. The school should now focus on further progressing these recommendations as a matter of priority.

Recommendations

- The revision of the Irish plan to guide the systematic teaching of reading and writing should be completed as a matter of priority.
- The school assessment plan should now be finalised and implemented on a whole-school basis.
- The formulation of student support files should be extended to all pupils and work should be undertaken to further develop systems for monitoring individual pupil progress.

The board of management 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.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
Very good progress indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
Good progress indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
Partial progress indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
No progress indicates that no action has been taken, and that 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 Scoil Mhuire Lourdes is happy to accept the contents of this school report and is pleased to note that the progress made has been recognised. The Board is confident that all recommendations will be fully addressed by the beginning of the 2018/19 school year.

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 ISM Team has drawn up a plan and timescale for the review of all curricular plans.

The staff engaged with the PDST Facilitator for a second day in January 2018 to complete the review and drafting of the Plean Gaeilge. The review is now complete and the plan is being finalised and is awaiting ratification by the Board of management at its next meeting.

The school assessment plan is currently a work in progress and it is intended that it will be ratified and fully implemented by the beginning of the 2018/19 school year.

The SEN team has ensured that Support Files are in place for all pupils in receipt of supplementary teaching. The SEN team is also devising a plan to ensure a more consistent and comprehensive approach to monitoring individual pupil progress.