An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil Ui Mhuiri
Seoladh na scoile/ School address	Barn Road Dunleer Co. Louth
Uimhir rolla / Roll number	71780G

Date of Evaluation: 10-09-2019

An Roinn Oideachais agus Scileanna
Department of Education and Skills

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.

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.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

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.

The school met the requirements in relation to each of the checks above.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Follow Through	**Date of Inspection: 10-09-2019**
Date of Inspection: 06-04-2017	
Report Published: Yes	

Follow-through inspection activities

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

- Meeting with Principal
- Interview with subject co-ordinator
- Review of school documentation and students' work
- Observation of teaching and learning
- Interaction with students

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
To facilitate students in taking more ownership of their learning, the department should develop strategies for the provision of constructive written formative feedback on key pieces of students' work and engage students in using this feedback.	**Very good progress** Overall very good progress has been made in implementing this recommendation. A large sample of practical work was reviewed and these samples included high quality written formative feedback. The feedback provided affirmation and advice for students on how to improve their work. A series of very good teacher-designed templates is used to provide written formative feedback. Notably, these templates include a section whereby students use the feedback provided to them to design their own learning target. In those samples reviewed, the majority of student responses demonstrated that they use the feedback effectively to progress their work.
The range of questioning strategies used should be extended to maximise student participation in plenary sessions.	**Good progress** Overall, good progress has been made in implementing this recommendation. Aspects of good practice were noted in a few of the lessons observed and in these instances higher-order questions were used to challenge and assess progress. Students in these instances demonstrated a deep understanding of their work or of the lesson content. However, on other occasions there was a predominance of lower-order questioning. In these instances, the style of questioning used often required only very brief answers from students, wait time was minimal and teachers tended to finish or expand on the answer themselves.

	The art department should continue to advance this recommendation
Differentiated learning intentions should be incorporated into schemes of work to cater for all learners.	**Partial progress** Partial progress has been made in implementing this recommendation. In the subject plan for Art that was reviewed two approaches to planning for differentiated learning intentions were noted. Firstly, in a few units of learning clearly differentiated learning intentions were documented. In the remaining units of learning differentiated strategies were presented in a list. This list was not appropriately adapted to suit the planned tasks. Minutes of meetings indicate that the art department has developed an action plan to address this recommendation. Two actions were agreed, which included the simplifying of notes for Art. While it is positive that the art department has established the practice of action planning, the agreed actions require further development. The art department should agree a range of teaching approaches which would provide for more effective differentiation to support all of the learning needs evident in lessons.

Summary of findings

- Very good progress has been made in facilitating students in taking more ownership of their learning.
- The art department has made some good progress in developing questioning strategies to maximise student participation in plenary sessions. However, more variation is needed in the range of questioning strategies deployed in lessons.
- Partial progress has been made in developing planning for differentiation. Further work is required in developing the units of learning.

Recommendations

- Questioning strategies should be developed further in order to effectively maximise student participation in lessons.
- The art department should develop its planning of differentiated learning intentions to ensure all units of learning cater effectively for learners.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

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Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection

- Members of the Art Department will be facilitated to identify and attend inservice courses on effective questioning techniques/strategies and differentiation methodologies/strategies.

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.

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