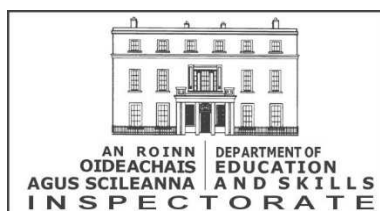


**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**  
**REPORT**

**Coláiste Mhuire**  
**Askeaton, County Limerick**  
**Roll number: 71700F**

**Date of inspection: 14 May 2014**



<b>Date of publication/issue of original report</b>	<b>March 2013</b>	<b>Type of original report</b>	<b>WSE-MLL</b>	<b>Date of FT inspection</b>	<b>14 May 2014</b>
<b>Follow-through inspection activities</b>					
<p>The following activities took place in the course of the follow-through inspection</p> <p>Meeting with senior management team</p> <p>Meeting with members of the in-school management team</p> <p>Meeting with relevant teachers</p> <p>Observation of teaching and learning</p> <p>Interaction with students</p> <p>Review of school documentation and records and students' work</p> <p>Review of resources and facilities</p>					
<b>Recommendation in original inspection report</b>			<b>Progress achieved to date on implementation of recommendation</b>		
<p>The board of management should advance the preparation of the three-year school development plan to include a number of achievable targets.</p>			<p><b>Very Good Progress</b></p> <p>Very good progress is evident on the implementation of the recommendation. The three-year plan has been prepared and drafted. The plan is clear and concise and the targets selected reflect and link with the ongoing work on policy development and review, literacy and numeracy, and school self-evaluation (SSE).</p>		
<p>The formulation of a Teaching and Learning policy is recommended in order to bring together and formalise the initiatives on learning already ongoing in the school.</p>			<p><b>Very Good Progress</b></p> <p>Very good progress has been made on the formulation of a Teaching and Learning policy. The draft policy fully reflects the school's commitment to the development of teaching and learning and its continued involvement in The Learning School Project.</p>		
<p>There should be increased use of Assessment for Learning (AfL) including the development of questioning techniques and peer learning, as a means of further improving teaching and learning.</p>			<p><b>Very Good Progress</b></p> <p>Very good progress is evident in the implementation of this recommendation. Assessment for Learning (AfL) has been the focus of discussion at staff meetings, relevant documentation has been circulated to all staff and the AfL approach has been fully integrated into the school's ongoing work on embedding critical thinking skills throughout the school as part of The Learning School Project.</p>		
<b>Summary of findings</b>					
<p>There has been a very high level of engagement with the recommendations of the WSE-MLL report, and the quality of the work undertaken to date by management and staff is very good.</p> <p>The recommendations of the WSE-MLL with regard to school planning and the development of a three-year plan have been fully taken on board and implemented by the senior management team, in conjunction and consultation with the board of management, staff and the relevant stakeholders. The recommended three-year plan has been discussed regularly at board of management meetings, and the draft document has taken into account new educational developments such as SSE and the Junior Certificate Student Award.</p> <p>Very good work has also taken place on the preparation of a teaching and learning policy that consolidates and complements the many teaching and learning initiatives in which the school is involved. The steering committee for this policy has also contributed to the three-year plan and to the promotion of Assessment for Learning throughout</p>					

the school.

It is noteworthy that the school's continued involvement in The Learning School Project, and more specifically their work in promoting effective group work and the teaching of critical thinking skills, has been harnessed in their most recent project, with the goal of empowering students to take ownership of their learning. In addition, workshops have been held for staff and the teachers have been encouraged to reflect on and to interrogate their own practice through a peer continuous professional development model.

It is evident that school management and staff is continuing to take a well-organised and pro-active approach to all aspects of school improvement, and in particular to teaching and learning.

### **Recommendations**

No further recommendations are necessary.

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.