

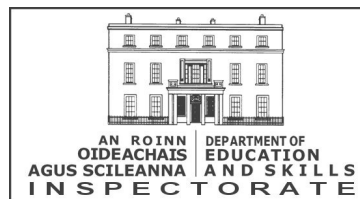
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**Athboy Community School
Athboy, County Meath
Uimhir rolla: 91517D**

Date of inspection: 19 May 2016



Date of original inspection ¹	15 January 2014	Type of original report	WSE-MLL	Date of FT inspection	19 May 2016
Report published	Yes				
Follow-through inspection activities					
<i>The following activities took place in the course of the follow-through inspection</i> <ul style="list-style-type: none">• Meeting with the senior management team• Meeting with members of the in-school management team and staff• Observation of teaching and learning• Interaction with students• Review of school documentation• Communication with chairperson of board of management					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
The board should ensure that a current whole-school plan is in place and structures should be created to support school self-evaluation and whole-school planning.		Partial progress Core teams in the areas of literacy and numeracy have been established and are working well, and revised student-support structures are fully operational. A review of the duties attached to each post of responsibility has been completed in collaboration with staff. A revised schedule now needs to be implemented as a matter of priority to support the work of the senior management team. Some whole-school policies have been updated but no progress has been made in drafting a developmental section of the school plan.			
Senior management needs to engage in constructive dialogue and communicate its vision more effectively in order to ensure the full co-operation of staff.		Partial progress Subject planning meetings are facilitated and meetings of teams such as year heads work well. The collaborative processes that underpinned the refinement of the first-year taster programme was indicative of very good practice. There remains a need to review communication systems that help to keep all staff informed of school matters and to facilitate additional constructive dialogue on whole-school planning matters.			
Subject department planning should target improved attainment, good practice in planning for learning should be shared and there should be a specific focus on written teacher feedback in copybooks to direct the learning of all students.		Partial progress Subject department records indicate that some discussion of teaching, learning and attainment takes place. However, a deeper analysis of data and action planning targeted at optimising student learning and embedding effective practice is required to support school improvement. The continued absence of subject co-coordinators limits the potential effectiveness of collaborative planning for teaching and learning. Some very good feedback was provided to students in the lessons observed and in some of the copybooks reviewed. There is scope to extend and embed this effective practice. The revised summative assessment procedures provide additional reporting opportunities.			
Learning support should be developed in a number of areas.		Partial progress It is commendable that a small core team has been established to plan for the provision of learning support and that timetabling has been extended to include team teaching. The role of senior management in coordinating learning-support provision should be reviewed. Testing procedures have been updated but there remains a need to enhance procedures for tracking students' progress, and to devise a programme of support for students with English as an additional language.			
Summary of findings					
<ul style="list-style-type: none">• Partial progress has been made in all of the recommendations. In all instances further action is required.					

¹ Date on cover of original inspection report

Recommendations

- The board, in collaboration with relevant stakeholders, should draft a whole-school action plan detailing the key priorities to be achieved in the short, medium and long term. This process is necessary to develop a shared vision for the school's development. The plan should have a particular focus on teaching and learning, and be informed by systematic use of data.
- A revised schedule of posts that demonstrates an appropriate balance in pastoral, pedagogic and planning responsibilities should be implemented as a matter of priority and renewed efforts should be made to reach agreement on the role of subject co-ordinator.
- Subject teams should use their analysis of attainment trends to identify barriers to success, where relevant, and to devise an action plan to inform the next phase of subject planning.
- The board should update the whole-school policy on provision for students with additional educational needs and review the co-ordination of learning-support provision.

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.

Appendix

School response to the report

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

Athboy Community School welcomes this report which reflects the work carried out to date on all four recommendations of the original report. It also provides useful guidelines on how to further progress this work which the Board is anxious to promote immediately.

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

As a result of the Review of Posts of Responsibility, the school has now appointed a School Plan Coordinator with a view to developing a whole-school action plan based on evaluation of school-based data and identifying the key priorities for school improvement. Subject departments will also be encouraged to engage in this activity by analysing trends in uptake and attainment in order to identify barriers to success and plan for improvement. This process will be facilitated by the introduction of a cloud based school intranet system to improve communication by all the parties concerned and to keep them involved in and informed of whole-school planning matters. An enhanced version of administration software will allow for the tracking of pupil attendance and attainment.

The Board has of yet been unable to include the role of Additional Educational Needs Coordinator in the Posts of Responsibility currently available in the school.