



An Roinn Oideachais  
Department of Education

# Follow-through inspection

on progress made by the school since the **Subject Inspection in Mathematics** carried out in October 2022

## Report

### REPORT

Ainm na scoile/School name	Presentation College
Seoladh na scoile/School address	Headford Co. Galway
Uimhir rolla/Roll number	63040Q
Dáta na cigireachta/ Date of evaluation	17/04/2024
Dáta eisiúna na tuairisce/Date of issue of report	27/05/2024

# 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 October 2022: Subject Inspection in Mathematics. 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 on the findings and recommendations of the report; the board chose to accept the report without response.

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

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<i>Child Protection</i>	<i>Anti-bullying</i>
<ol style="list-style-type: none"><li>1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.</li><li>2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.</li><li>3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</li></ol>	<ol style="list-style-type: none"><li>1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> or <i>Bí Cineálta (2024)</i> and this policy is reviewed annually.</li><li>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.</li></ol>

The school met all the requirements in relation to child protection checks. The school met the requirements in relation to check 2 of the anti-bullying checks above. The school did not meet the requirements in relation to check 1 of the anti-bullying checks.

Responsibility for ensuring the school is fully compliant with this check rests with the board of management. The Inspectorate will monitor the board's progress in achieving full compliance.

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

- Meeting with principal and/or senior leadership team *YES*
- Interview with members of in-school leadership team or subject co-ordinator *YES*
- Interview with relevant teachers/members of staff *YES*
- Review of school documentation and records, and pupils'/students' work *YES*
- Review of resources and facilities *YES*
- Observation of teaching and learning *YES*
- Interaction/meeting with pupils/students *YES*
- Communication with parents *NO*
- Communication with chairperson of board of management *NO*

### Findings on progress made on recommendations

Teachers should identify clear learning intentions for each of their lessons and plan resources and teaching approaches accordingly to provide all students with purposeful learning experiences.

#### Very Good Progress

In each of the lessons observed, there was a clear learning focus. Well-planned and progressive tasks which were suitably pitched and differentiated were used effectively in all lessons. The variety of methodologies used by teachers ensured that students' prior knowledge and learning was incorporated into lessons and students had active engagement with the lesson content. The variety of teaching methodologies ensured that all learning styles were catered for in an inclusive and discreet manner.

Students should regularly collaborate in lessons; opportunities such as group discussion, comparison and working together on set tasks should be planned for and provided.

#### Very Good Progress

Students worked collaboratively and purposefully in safe and supportive learning environments. They had opportunities to work together on tasks, discuss progress being made and compare their solutions. Teachers had planned the lessons to include purposeful learning opportunities for students where they used and developed their problem solving skills. They worked in pairs or small groups, set by the teachers, and they worked diligently and enthusiastically. The teachers provided guidance and support, where necessary.

Good assessment strategies were outlined in the subject department plan and better implementation of these by teachers across all lessons is recommended.

#### Very Good Progress

A broad range of assessment strategies was used well across all lessons. Students were well-skilled at self and peer assessing. Teachers had opportunities to assess levels of understanding and progress as students worked on the set tasks. Questioning was used well to check for understanding and to prompt, include and assess levels of learning. Written formative feedback was provided on some of the students' work checked during the inspection.

### The process of implementing the recommendations

The department worked collaboratively, with support from senior management, to implement all the recommendations. Senior management met with the department members on a number of occasions. They offered to get external support for the mathematics department but the members showed great leadership in deciding to work on the recommendations using their own skillset within the department. This has been used to great effect as very good progress has been made for all the recommendations.

### Recommendations

No further recommendations arise in relation to the recommendations in the original report.

#### 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.