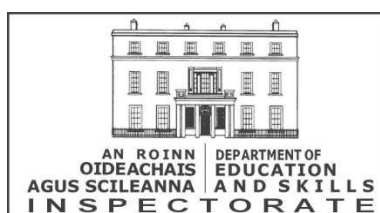


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Mercy Secondary School
Inchicore, Dublin 8
Uimhir rolla: 60872A

Date of inspection: 20 May 2015



Date of publication/issue of original report	29 Nov 2012	Type of original report	<i>WSE-MLL</i>	Date of FT inspection	20 May 2015
Follow-through inspection activities					
<i>The following activities took place in the course of the follow-through inspection</i>					
Meeting with principal Meeting with members of the in-school management team Meeting with relevant teachers Observation of teaching and learning Interaction with students					
Recommendation in original inspection report			Progress achieved to date on implementation of recommendation		
Year-head duties should include mentoring and the tracking of students' academic progress to complement the strong ethos of care for students' personal development.			<p>Good progress</p> <p>Teachers have been working towards implementing this recommendation. However, staff changes due to retirements and subsequent loss of posts of responsibility have resulted in a slower pace of change than anticipated. Initiatives introduced since the WSE-MLL include a mentoring system for sixth-year students, and plans are underway to extend this to fifth year. Discussion of sixth-year students' academic progress is also incorporated into the weekly care meetings. Systems to facilitate year-heads meeting with their students at critical times of the year are also being planned.</p>		
Strategies to further improve student attendance and to increase the uptake of higher level in certificate examinations should be prioritised as part of a whole school initiative to raise academic attainment.			<p>Very good progress</p> <p>Every student is monitored for attendance and letters are sent home after absences of ten days, fifteen days and twenty days. Parents are also texted on the day if a student is absent. The introduction of new administration software has also helped to identify patterns of absenteeism. These initiatives have led to improved student attendance and punctuality. A number of initiatives have been introduced to raise academic attainment:</p> <ul style="list-style-type: none"> • Extending the stages involved when changing levels for the Certificate examinations. • A more formal review of reports for students wishing to change levels. • Calculating school examination outcomes in junior cycle in terms of points, similar to the Leaving Certificate system. In doing this the school accords more points to a D on a higher level than to an A at ordinary level; this has encouraged many students to continue with higher level for Junior Certificate. • Participation in the College for Every Student (CFES) initiative. • Increased uptake of Transition Year (TY) where now most junior-cycle students are going into TY including students who plan to take the Leaving Certificate Applied programme in the future. 		
In relation to teaching and learning, active methodologies to engage students in their own learning should be further developed.			<p>Very good progress</p> <p>The observation of two lessons indicated very good progress in using more active methodologies to engage students in their own learning. Better student participation in lessons was observed in all lessons. Of particular note was the very active student engagement in one instance where information and communication technology (ICT) using mobile phones was observed; the students reported on the benefits of this approach for their confidence and competence in the subject.</p>		

Summary of findings

Overall, there has been very good progress in progressing the school improvement agenda since the WSE-MLL. The school has been very proactive in introducing initiatives to further engage students and to instil in them the confidence and ambition to maximise their potential, with a view to progressing to higher education. Some of these initiatives are based in the classroom while others are linked with businesses in the community.

Recommendations

Teachers should continue to expand the range of active methodologies, with particular focus on extending students' oral interactions in lessons and advancing opportunities for independent learning.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.