

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Scoil Naomh Brid C
Seoladh na scoile/ School address	Douglas Road Cork
Uimhir rolla / Roll number	18563U

Date of Evaluation: 09-05-2018



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.

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.

<p>ORIGINAL INSPECTION DETAILS</p> <p>Type: Whole School Evaluation</p> <p>Date of Inspection: 24-11-2016</p> <p>Report Published? Yes</p>	<p>FOLLOW-THROUGH INSPECTION DETAILS</p> <p>Date of Inspection: 09-05-2018</p>
<p align="center">Follow-through inspection activities</p>	
<p>The following activities took place in the course of the follow-through inspection:</p> <ul style="list-style-type: none"> • Meeting with principal • Interview with members of in-school management team • Interview with relevant teachers • Review of school documentation and records and pupils' work • Review of resources and facilities • Observation of teaching and learning • Interaction with pupils • Contact with chairperson of board of management 	
<p align="center">Recommendation in original inspection report</p>	<p align="center">Progress achieved to date on implementation of recommendation</p>
<p>The board of management should ensure its operating procedures are in accordance with the <i>Governance Manual for Primary Schools 2015-2019</i>.</p>	<p>Good progress</p> <p>The board of management has significantly developed its operating procedures. The work undertaken in this regard includes overseeing the appropriate deployment of all staff, the development of comprehensive accounting procedures and the external certification of all school accounts. Detailed minutes are now maintained of all board meetings. The board has also been proactive in the introduction of initiatives to develop leadership and communication in the school. However, there remains significant scope for development in the board's oversight of the review and development of the whole-school plan. In particular, the mandatory policies, including the code of behaviour and admissions policy, require immediate review. It is also recommended that duties attached to posts of responsibility should be reviewed to ensure a closer alignment with current school priorities. While the board has established mechanisms to improve communication with the school community, there remains scope to develop this work further to ensure effective dialogue between the staff, the principal and the board.</p>

<p>The principal needs to develop a focused and collaborative approach to leading teaching and learning and overall school development.</p>	<p>Partial progress</p> <p>Some structures to develop and promote collaboration have been introduced, particularly between the principal and the in-school management team. Preliminary discussions on issues relating to teaching and learning have taken place at this level and amongst the teaching staff. However, there remains significant scope for the principal, in consultation with the in-school management team and the teachers, to ensure the prioritisation, implementation and ongoing review of areas for development in teaching and in learning.</p>
<p>A contextualised school plan needs to be developed to guide teaching and learning throughout the school.</p>	<p>Partial progress</p> <p>Considerable work has been undertaken on the development of the school's physical education plan and the mathematics plan. However, it was noted that these plans have not yet been submitted to the board for review and ratification and are not currently impacting on teachers' planning and practice. It was also noted that a timeline for the review, development and implementation of revised school plans has not been established. The in-school management team and teachers have undertaken work in the area of assessment. However, this work has not progressed and a whole-school approach to assessment and to monitoring and recording of pupils' progress has not yet been introduced.</p>
<p>A greater range of teaching methodologies including differentiation and active learning approaches should be used.</p>	<p>Partial progress</p> <p>Evidence of some whole-school discussion on teaching approaches and methodologies was noted during the evaluation. While examples of good quality active learning were noted, there remains a variation in the quality of developments in this area throughout the school. There is significant scope to develop this work in a structured and systematic manner to ensure the extension of teaching methodologies and approaches on a whole-school basis. While a range of co-teaching initiatives has facilitated differentiated approaches to teaching in the infant and junior classes, and good attention to differentiation was noted in some other classes, co-ordinated whole-school development in this area has not commenced.</p>
<p>The coordination and management of support for pupils with special educational needs (SEN) should be reviewed in order to enhance provision in this area.</p>	<p>Very good progress</p> <p>There has been a range of very positive developments in this area. Responsibility for whole-school coordination of SEN provision has been assigned to a member of the in-school management team. However, the duties attached to this post need to be collaboratively agreed and ratified by the board of management. All special education teachers are now appropriately deployed and a consistent</p>

approach to planning for individual pupils' needs has been established. Co-teaching initiatives have been introduced in the infant and junior classrooms for time-bound periods and pupil attainment and progress is closely monitored. This monitoring informs decisions regarding the selection of pupils for further support and the models of ongoing support provided. There is evidence of very good collaboration amongst members of this team and a broad range of resources has been provided to support the implementation of initiatives.

Summary of findings

Good progress has been made in relation to the recommendation concerning the operating procedures of the board of management. Very good progress has been achieved in the coordination and management of support for pupils with SEN. Partial progress has been achieved in relation to the other three recommendations. Significant scope for development remains in relation to the principal's role in leading whole-school planning, assessment and the development and extension of teaching methodologies.

Recommendations

- The board's oversight of the review and development of the whole-school plan requires attention. In particular, the mandatory policies, including the code of behaviour and the admissions policy, require immediate review.
- Mechanisms to ensure effective dialogue between the staff, the principal and the board need to be further developed.
- The principal, in collaboration with the in-school management team and the teachers, should ensure the prioritisation, implementation and ongoing review of areas for development in teaching and in learning.
- An explicit and structured approach, within an agreed timescale, needs to be established to ensure progression in the review, development and implementation of a revised school plan.
- The principal, in consultation with the in-school team and the teachers, should lead the process of ensuring that a greater range of teaching methodologies, including differentiation and active learning approaches, is implemented on a whole-school basis.

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.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS

<i>Very good progress</i> indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
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<i>Good progress</i> indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.

<i>Partial progress</i> indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.

<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management notes the considerable work and progress in achieving the recommendations as laid out in the 2016 W.S.E. report by the whole school community.

The Board also notes the body of work that has been achieved, and the work remaining to be done.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The Board is fully committed to completing the remaining work with the whole School Community in a timely fashion.