

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

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| 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: 14-05-2019



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 inspectors 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.

The board of management of the school 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.

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.

| ORIGINAL INSPECTION DETAILS Type: Whole-School Evaluation-MLL Date of Inspection: 24-11-2016 Report Published: Yes | FOLLOW-THROUGH INSPECTION DETAILS Date of Inspection: 14-05-2019 |
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| Follow-through inspection activities | |
| <p>The following activities took place in the course of the follow-through inspection:</p> <ul style="list-style-type: none"> • Meeting with principal and deputy principal • Interview with members of in-school leadership 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 • Meeting with the single manager and diocesan education executive | |
| Recommendation in original inspection report | Progress achieved to date on implementation of recommendation |
| <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>Very good progress The school's board of management ceased to operate in August 2018 and a single manager was appointed in September 2018. Building on the progress recorded in the follow-through inspection report of 9th May 2018, the single manager, in conjunction with the principal and staff, has ensured that the school's administrative policies and procedures are in accordance with the <i>Governance Manual for Primary Schools 2015-2019</i>.</p> |
| <p>The principal needs to develop a focused and collaborative approach to leading teaching and learning and overall school development.</p> | <p>Good progress With support from the single manager, the principal has made progress in his approach to leading the school. The principal and newly-appointed deputy principal, in consultation with the in-school leadership team and teachers, have prioritised the development of specific areas in teaching and learning through the school self-evaluation (SSE) process. Scope to further develop the target setting process was noted.</p> |
| <p>A contextualised school plan needs to be developed to guide teaching and learning throughout the school.</p> | <p>Good progress The school has made good progress in advancing this recommendation. Curriculum plans for Mathematics, Physical Education, assessment, handwriting and Social Personal and Health Education (SPHE) have been collaboratively formulated and ratified by the single manager. A detailed timescale for further review of remaining curriculum areas has been agreed. However, there is still a need to develop closer links between the school plan and classroom planning and practice.</p> |
| <p>A whole-school approach to assessment should be established to ensure a consistent approach to monitoring and reviewing pupil progress.</p> | <p>Good progress The school has recently developed a whole-school assessment plan and it is presently at an early stage of implementation. The plan outlines key assessment approaches to be used at different mainstream class levels and in special educational needs (SEN) settings throughout the school. The implementation of this plan will require ongoing review to ensure that it guides consistent whole-school agreed approach to the monitoring and recording of pupils' progress.</p> |

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| <p>A greater range of teaching methodologies including differentiation and active learning approaches should be used.</p> | <p>Good progress</p> <p>Classroom observations and interactions with pupils indicate that teachers implement a good range of active learning approaches. Team-teaching has been introduced in a number of classes to facilitate greater differentiation. There remains scope to further develop the whole-school approach to differentiation.</p> |
| <p>Summary of findings</p> | |
| <p>Very good progress has been achieved in relation to the operating procedures and school governance. Good progress has been made with regard to developing a focused and collaborative approach to leading teaching and learning and to the development of a contextualised school plan. The school has also made good progress in the area of assessment and extending teaching methodologies.</p> | |
| <p>Recommendations</p> | |
| <ul style="list-style-type: none"> • To further enhance the progress achieved in leading teaching and learning, the school should ensure that targets in the school improvement plan focus more explicitly on the improvement of pupils' learning outcomes and experiences. Targets should be informed by a range of sources of evidence, including assessment data and pupil attitudinal data. • Closer links need to be established between the whole-school plan and classroom planning and practice. • The recently developed assessment plan should be subject to ongoing monitoring, review and development to ensure that it guides a consistent whole-school approach to the monitoring and recording of pupils' progress. • To further enhance provision for differentiation in mainstream classes, the school should ensure a whole-school approach to sharing and developing expertise in this area. | |

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| 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. |
| <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

Part A Observations on the content of the inspection report

The Board of Management of Scoil Bhríde Eglantine, formed on 27th June 2019, welcomes the report and is particularly pleased that the inspectorate has recognised that good progress or very good progress has been made with respect to all the recommendations of the original inspection report.

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

It is the intention of the Board, to maintain and build on the collaborative whole school practices already in place and also to ensure that the school's administrative policies will continue to be in accordance with the required governance guidelines.

The recommendations with respect to collaboration of expertise, planning and assessment along with the continued development of the range of teaching methodologies, will be the focus of the work of the School Leadership and Management team in collaboration with all teaching staff over the coming period.

A specific focus of activity will be the linkage of the whole school plan with individual classroom plans for teaching, learning and assessment.

The principal will report regularly to the Board of Management on the implementation of the recommendations contained in this report.