

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Ennis Educate Together NS
Seoladh na scoile/ School address	Gort Road Ennis Co Clare
Uimhir rolla / Roll number	20086B

Date of Evaluation: 28-04-2017



Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: WSE-MLL Date of Inspection: 11-02-2016 Report Published? Yes	Date of Inspection: 28-04-2017
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 senior management team • Interview with members of in-school management team • Review of school documentation and records and pupils' work • Review of resources and facilities • Observation of teaching and learning • Interaction with pupils • Meetings with chairperson of board of management 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>In accordance with Section 14 of the Education Act 1998 the patron body should ensure that it provides for the effective management of the school as a matter of priority. In particular, it should appoint a board of management upon which parents, teachers and the wider school community have nominees.</p>	<p>Partial progress</p> <p>A board of management has been established and is fully constituted. It meets regularly and members have availed of some initial training. Specific roles have been assigned to members. Notably, the chairperson has facilitated useful communication with the school staff.</p> <p>There remain specific shortcomings in the workings of the board of management. An agenda is not circulated in a timely manner in advance of meetings and an agreed report is not prepared at the conclusion of meetings. While minutes are maintained, these are not accurate and are not fully reflective of decisions taken. There is a lack of follow-through action between meetings. Other areas requiring improvement include financial reporting and the provision of an up-to-date safety statement in which potential hazards are identified.</p> <p>Two progress reports were prepared by school management since the initial WSE-MLL in February 2016. However, the level of scrutiny given by the board to the implementation of actions for improvement identified in such reports is insufficient. The board should keep itself</p>

	<p>fully informed of the impact of all changes made at school level and should satisfy itself that all progress referenced in the reports is an accurate reflection of actual progress made.</p> <p>The board should take a stronger role in the preparation of a school plan which should serve as a basis for the work of the school and for evaluating and reporting on whole-school progress and development.</p>
<p>As a matter of urgency, school management needs to take the steps necessary to ensure full compliance with Child Protection Procedures for Primary and Post-Primary Schools</p>	<p>Good progress</p> <p>Child protection is now reported on at all board meetings of the board and the name of the designated liaison person (DLP) and deputy DLP are displayed. A child protection policy was adopted in May 2016 and a copy of this document has been made available, as appropriate. However, there is no evidence that this document arose, as required, from an annual review carried out in accordance with the checklist appended to the publication, <i>Child Protection Procedures for Primary and Post-Primary schools</i>. Minutes of the board of management indicate that the child protection policy was scheduled for review in September 2016. While some initial work has been completed, a revised policy document has yet to be ratified by the board.</p> <p>A review of teacher planning indicates the <i>Stay Safe</i> programme is now fully implemented by all teachers.</p>
<p>The principal should provide effective instructional leadership in the school's core functions of teaching, learning and pupil achievement and he should take all necessary steps to execute his full administrative role in an effective manner.</p>	<p>Partial progress</p> <p>Notwithstanding some minor change to the routines of the principal, the role of the principal in providing effective instructional leadership and in executing the full set of administrative functions requires significant development and improvement. Among the improvements cited by the principal are his assistance in the introduction of collaborative teaching through his presentation to staff on team-teaching, attendance at meetings of the in-school management team and at some other routine meetings, and attendance at some continuing professional development courses.</p> <p>A review of the responsibilities delegated to the in-school management team (ISM) was initiated in 2016, but this has yet to be completed. Consequently, the balance of responsibility between the principal and the other members of the ISM team remains inappropriate, as evidenced both by the proposed revised schedule of duties and responsibilities, and by the complexity of tasks undertaken by the deputy principal and the post holders at present. No evidence was provided of any actual duties that have already</p>

	<p>reverted to the principal, or of those planned when the review is fully concluded.</p>
<p>Learning outcomes in literacy and numeracy should be significantly improved through the provision of more specific, focused instruction in both mainstream and support settings.</p> <p>Provision for learning support and resource teaching should be restructured to ensure less fragmented delivery and staff should be more appropriately deployed in a manner that ensures maximum benefit for pupils. Greater use should be made of in-class support and collaborative team-teaching and there should be more focused use of the school's full allocation of EAL teachers.</p> <p>Teaching in mainstream classes should be further differentiated, modified and intensified to take account of each child's needs. Specific emphasis should be placed on discrete oral language development in the infant and junior classes and on the development of pupils' cognitive and academic language proficiency in middle and senior classes.</p> <p>A policy on staff rotation should be developed to ensure a full range of professional experience is provided for teachers across mainstream and support settings.</p>	<p>Good progress</p> <p>The work of mainstream and support teachers in bringing about improvement in teaching and learning, and their willingness to change and innovate, is highly commendable.</p> <p>Good use is made of suitable interventions and approaches, resulting in more specific and focused instruction for literacy and numeracy in almost all mainstream and support settings. Planning for such interventions is structured and clear and assessment data is used to measure impact. Suitable resources are available and there is evidence that literacy and numeracy standards are improving at whole-school level.</p> <p>Provision for learning support, resource teaching and EAL has been re-structured and is now more cohesive. However, the use of a support teacher as a mainstream class teacher for Mathematics at senior class level does not provide for differentiated instruction and neither is this an appropriate use of a post which is allocated to the school to support pupils with special educational needs. The teachers have adopted a common template for planning and recording of progress as a means of differentiating and modifying provision and this is good practice. The usefulness of the record of progress would be enhanced if it contained a clearer delineation of the portion of the programme covered.</p> <p>Teaching duties have been re-assigned across mainstream and support settings. However, this action has not been guided by a whole-school policy on staff rotation and such policy has yet to be formulated and ratified by the board.</p>
<p>The impact of the school's attendance and behaviour management strategies should be reviewed, in consultation with the staff and parent body, to ensure a shared understanding of the responsibilities of both home and school in relation to curriculum access, attendance and pupil behaviour.</p> <p>A parents' association should be re-established to help support cultural diversity and to strengthen consultation and collaboration between home and school.</p>	<p>Good progress</p> <p>A very good range of actions has been undertaken as part of the school's review of the impact of its attendance and behaviour management strategies. However, attendance rates remain below the average for DEIS schools. While the introduction of specific behaviour management strategies has yielded positive results for some cohorts of pupils, some aspects of the whole-school approach to pupil behaviour management require improvement, and better leadership is required in this regard.</p> <p>The parents' association has been re-established. However, given the low level of engagement, further action is needed to help support</p>

	cultural diversity and to strengthen consultation and collaboration between home and school.
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Summary of findings

Partial progress has been made in relation to the patron's provision for the effective governance of the school but the board is not yet functioning at a wholly acceptable level.

The functions of the principal continue to be carried out to an unsatisfactory standard. While anecdotal reference was made by the principal to some limited changes to the conduct of his role, there was no significant evidence of change or improvement.

Good progress has been made in relation to teaching and learning and the willingness of the mainstream and support teachers to change and innovate is highly commendable.

Good progress has been made in relation to the re-establishment of a parents' association and in relation to the school's review of the impact of attendance and behaviour management strategies. However, the level of parental involvement remains low; pupil attendance remains below the average for DEIS schools, and behaviour management requires stronger leadership at whole-school level.

Good progress has been made in relation to child protection compliance issues, with a few aspects for improvement remaining.

Recommendations

- The board should review its operational procedures and ensure its practices and procedures are in line with the requirements of the *Governance Manual for Primary Schools 2015-2019*.
- The board should ensure a strategic school plan is prepared which would serve as a basis for the work of the school and for evaluating and reporting on whole-school progress and development; a timeline for policy development and review should be adopted.
- The board should satisfy itself that all progress referenced in progress reports made to it, and by it, are an accurate reflection of actual progress made.
- The principal should provide effective instructional leadership and should take all necessary steps to execute his full administrative role in an effective manner; to this end the imbalance of responsibilities between the principal and the other members of the ISM team should be redressed and there should be clarity around those responsibilities to be returned to the principal.
- The board should ratify an up-to-date child protection policy.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the 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

The board of management welcomes the follow-through report. The board of management is working through the recommendations. The board was happy with the acknowledgement that the work of mainstream and support teachers in bringing about improvement in teaching and learning, and their willingness to change and innovate, is highly commendable.