

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Coláiste Phádraig CBS
Seoladh na scoile/ School address	Roselawn Lucan Co Dublin
Uimhir rolla / Roll number	60264A

Date of Evaluation: 07-02-2017



Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: WSE MLL Date of Inspection: 14 January 2015 Report Published: Yes	Date of Inspection: 07-02-2017
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 Deputy Principal • Interview with members of in-school management team • Interview with relevant teachers • Review of school documentation and records and students' work • Review of resources and facilities • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>In order to set appropriate targets to increase uptake at HL in the certificate examinations and to gain a more comprehensive perspective on students' overall achievement in the school, the data from student entrance assessments and from standardised tests should be added to students' profiles as part of a comprehensive tracking system.</p>	<p>Very good progress</p> <p>An excellent tracking system is currently being piloted for all second-year students by the Year Head. Significant data has been gathered and students are setting targets for themselves. Students who are in the high and low achieving categories are receiving special interventions to ensure they reach their potential. It is hoped that this system will be introduced school wide.</p> <p>A new tracking system has been put in place for sixth years and these students set targets for themselves before and after house examinations.</p> <p>An excellent feature of the tracking systems is that teachers give generously of their time to mentor students who fall into certain categories and need more intensive support.</p> <p>Data available in the school indicated that there is an increase in certain subject areas in uptake at higher level in the certificate examinations.</p> <p>Senior management and teachers have shown outstanding leadership in implementing innovative strategies in order to enhance student attainment.</p>
<p>Significant issues raised in the responses to the student and parent questionnaires</p>	<p>Very good progress</p>

<p>administered as part of this evaluation should be explored and addressed by senior management and staff where appropriate.</p>	<p>Excellent work has been done using data from the questionnaires to firstly establish school priorities and secondly to achieve those priorities. Priorities range from areas concerned with teaching and learning, to student support and extra-curricular activities.</p> <p>In the area of teaching and learning, staff has accessed the student voice to establish which methodologies help students learn best.</p> <p>The care team has been expanded and strengthened by the inclusion of personnel from the Guidance and Special Education Needs Departments.</p> <p>Students themselves stated that the new awards ceremony and the wider variety of extra-curricular activities have been very positive developments.</p> <p>It is most impressive that students have been resurveyed a number of times since the Whole School Evaluation. The results of these surveys provide evidence of very positive improvements.</p>
<p>The school should adhere to the requirements of CL M29/95 and provide 28 hours tuition time for all students.</p>	<p>Very good progress</p> <p>The necessary changes were made to the timetable for senior cycle students and there are no study periods on the timetable. All year groups receive 28 hours tuition time in line with CL M29.95.</p>
<p>The provision for students with special education needs (SEN) should be reviewed to ensure that the individual needs of all students are met in a more comprehensive and co-ordinated manner and that all students benefit appropriately from the resources allocated to them.</p>	<p>Very good progress</p> <p>The provision for students with SEN has been completely reviewed and significantly enhanced. There is a much more co-ordinated approach to SEN provision.</p> <p>More members of staff have availed of appropriate training and roles of all staff involved in providing for students with SEN have been developed. The students are supported through withdrawal, one to one and team teaching.</p> <p>A dedicated classroom with good facilities has been provided for students who have additional learning and social needs. The quality of support in this room is excellent. All staff involved are to be commended for their dedication in progressing this recommendation in such a positive manner that has significantly improved the quality of education that the students receive.</p>
<p>The assessment for learning principles (AFL) associated with the provision of formative</p>	<p>Good progress</p>

<p>feedback to students should be adopted in all subjects, and teachers should provide regular written comments towards improvement in student copybook work.</p>	<p>Senior management has demonstrated very good leadership in implementing this recommendation. Continuing professional development (CPD) has been provided for teachers in the area of AfL and teachers have provided peer CPD. Senior management has put very effective structures in place at subject department level to encourage greater use of formative assessment. Good use of AfL strategies were observed in the course of visits to lessons. Teachers should continue to increase the amount of written formative feedback given in student copybooks to ensure that students are clear on how to improve their work.</p>
<p>Summary of findings</p>	
<p>Excellent progress has been made across a wide range of areas in the school and senior management and staff are to be very highly commended for their outstanding commitment to school improvement.</p>	
<p>Recommendations</p>	
<p>There are no further recommendations in relation to the WSE MLL.</p>	

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.