

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Raphaela's Secondary School
Seoladh na scoile/ School address	St. Raphaela's Road Stillorgan Blackrock
Uimhir rolla / Roll number	60361V

Date of Evaluation: 05-04-2019



**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 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.

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.

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	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE-MLL</p> <p>Date of Inspection: 16-12-2016</p> <p>Report Published Yes</p>	<p>Date of Inspection: 05-04-2019</p>
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 senior management team • Interview with members of in-school management team • Interview with relevant teachers • Review of school documentation and records • Meeting with chairperson of board of management 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board of management should make arrangements to oversee the collaborative development of a strategic developmental plan that includes targeted actions identified through the SSE process.</p>	<p>Very good progress</p> <p>The board of management has progressed the development of a strategic plan. The board, students, parents, teachers and the trustees have each identified the school’s strengths and areas for development. Currently the areas of commonality and importance as identified by each stakeholder are being formulated into a discrete set of priorities to form a strategic developmental plan that will encompass eleven areas of school life. School improvement targets, as identified through the SSE process, are included in the strategic development plan. It is the intention of management that action plans will be put in place by the end of this academic year to progress the agreed priorities. The recent re-establishment of a post of responsibility for school development planning will further support developmental planning in the school.</p>
<p>All posts should be reviewed by senior management and staff in consultation with the board to ensure that the current needs of the school are addressed and any inequality in tasks assigned are eliminated.</p>	<p>Very good progress</p> <p>Two thorough and comprehensive post of responsibility reviews have taken place in the school. Staff and management have agreed a schedule of leadership and management tasks that support the needs of the school. Staff have applied a weighting to each of the tasks to ensure there is equity within and between each task. The current roles attached to post of responsibilities has been re-configured to take into account the identified needs.</p>
<p>The school’s provision for students with additional needs should be benchmarked by senior management against best practice as set out in Circular 70/2014.</p>	<p>Very good progress</p> <p>The work of the learning support department is currently informed by relevant circular and guidelines. A more systematic approach to deploying the additional learning supports and to the tracking and evaluation of students’ progress is now in place. The learning</p>

	<p>support department have devised a template to record each student's learning objectives and to track progress in their attainment for all students availing of support. Some team teaching is used to support students and targeted literacy and numeracy programmes have also been implemented, where appropriate. The special educational needs policy has been adapted to describe the specific practices of the school and to ensure clarity and transparency in relation to the delivery of supports.</p>
<p>To enhance student learning, the academic mentoring and tracking system should be further developed by teachers.</p>	<p>Good progress</p> <p>To support and enhance student learning a newly created post has been established this year to track and monitor student academic progression. The staff member with leadership responsibility in this area has visited other schools to appraise and research a suitable system to record and support student academic tracking and monitoring. Currently, a system is being trialled to track and monitor attainment in a subject that is benchmarked to student's own target grade with a view to extending it to all subjects. An overarching academic mentoring and tracking system that takes into account students' attainment in all subjects should be further developed to fully realise this recommendation.</p>
<p>In planning for continuing profession development (CPD) senior management should include teacher upskilling in learning support, differentiation techniques, co-operative learning methodologies and assessment strategies.</p>	<p>Very good progress</p> <p>Senior management has provided CPD in whole school approaches to numeracy and literacy, differentiation and assessment strategies. Staff have engaged in Junior Cycle training which has further supported students' learning experience in the classroom. Upskilling in learning support is ongoing. Peer collaboration has organically grown in the school. It is praiseworthy that some teachers have established <i>teach met</i> to share their effective teaching, learning and assessment practices. Currently, some staff are partaking in a research project on peer collaboration which will further support the good practice in the school.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • The school has made very good progress in relation to the implementation of recommendations relating to the development of a strategic developmental plan, reviewing middle leadership responsibilities and the roles attached to them, ensuring the work of the learning support department is informed by relevant circular and guidelines and in planning for whole-school CPD. • Good progress has been made in the development of a student academic mentoring and tracking system and in upskilling in learning support. 	
<p>Recommendations</p> <ul style="list-style-type: none"> • To fully achieve the required outcome of strategic planning, the proposed development of action plans to progress the collaboratively agreed school priorities should be realised. • Following the trialling of the current system to track and monitor attainment in a subject, an overarching academic mentoring and tracking system that takes into account students' attainment in all subjects should be further developed. 	

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.