

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Saint Joseph's C.B.S.
Seoladh na scoile/ School address	Merville Ave Fairview Dublin 3
Uimhir rolla / Roll number	60390F

Date of Evaluation: 26-04-2018



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.

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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE-MLL</p> <p>Date of Inspection: 16 April 2016</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 26 April 2018</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 principal and deputy principal • Interview with relevant members of staff • Review of school documentation • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board of management should further develop practices for monitoring key aspects of school provision, such as ongoing improvements in teaching and learning, the implementation of recommendations from inspections, and outcomes in student attainment.</p>	<p>Good progress</p> <p>The board continues to provide good support to the school and the senior management team. For example, the board has appropriately overseen the review of posts-of-responsibility. It has also received reports on various aspect of school provision such as the increase in numbers taking LCA, and progress reports from the board of studies on its work. However, the board of management should continue to engage with this recommendation and take a more pro-active role in monitoring of key aspects of school provision.</p>
<p>There is a need to enhance teachers' understanding and implementation of differentiated provision across all subject areas.</p>	<p>Good progress</p> <p>A review of subject planning folders indicated that differentiation was discussed at a small number of meetings. Some subject plans have appropriately integrated relevant approaches into their schemes of work: however, further progress will be necessary in other subject departments to implement differentiated provision in all subject areas.</p> <p>Four lessons were observed during the evaluation. Differentiated strategies were evident through a combination of oral questioning, individual support as tasks were being completed, and the facilitation of pair or group work. In a minority of lessons, there was a whole-class approach to learning with an over-reliance on lower-order global questioning. In these lessons, the same students responded to most questions while others did not contribute.</p>

	Teachers should consider the pace and pitch of lessons in order to ensure that the chosen tasks provide appropriate challenge for all students in a mixed-ability setting.
In order to build on the very good classroom practice observed in some lessons, a whole-school approach should be adopted to implementing more effective student-centred active methodologies.	<p>Good progress</p> <p>In response to this recommendation, the senior management team instructed staff to discuss and share effective student-centred approaches at their subject meetings. Whole-staff training was also arranged.</p> <p>All staff are involved in working groups to support DEIS planning. An integral part of this work is the sharing of effective student-centred approaches. DEIS groups also liaise with subject departments to implement these agreed approaches and are facilitated to share methodologies at staff meetings.</p> <p>In the lessons observed, students were given opportunities to work in pairs or groups. In effective lessons, students were actively engaged in meaningful learning activities that were both challenging and supportive of their learning. In these lessons, teachers maintained an appropriate balance between their own input and productive student participation. In a minority of lessons, teachers were advised to be more mindful of the balance of teacher and student input. More time could have been provided for students to engage actively and to allow them to organise their thoughts and information.</p>
Subject plans should be more purposeful; they should inform classroom practice more clearly and lead to enhanced student experience.	<p>Good progress</p> <p>A review of planning documentation indicated that there is some variation in the quality of programme planning. Best practice was noted where the learning intentions demonstrated incremental progression and were linked to specific teaching, learning and assessment strategies. This good practice should be extended.</p> <p>In addition, there is scope for all subject department to integrate whole-school DEIS targets in a way that informs classroom practice.</p>
Summary of findings	
Overall, good progress has been made in relation to the recommendations from the original report. Areas for continued development include the further implementation of differentiated provision across all subject areas and the provision, by teachers, of more time during lessons for students to engage actively in student-centred activities.	
Recommendations	
<ul style="list-style-type: none"> • The school needs to continue to progress the recommendations in the original report. • The board of management should take a more pro-active role in the monitoring of key aspects of school provision. 	

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.