

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Terenure College
Seoladh na scoile/ Scholl address	Templeogue Road Terenure Dublin 6W
Uimhir rolla / Roll number	60570H

Date of Evaluation: 22-09-2016



Follow-Through Inspection

<p>ORIGINAL INSPECTION DETAILS</p> <p>Type: Whole-School Evaluation</p> <p>Management, Leadership and Learning</p> <p>Date of Inspection: 17 October 2014</p> <p>Report Published: Yes</p>	<p>FOLLOW THROUGH INSPECTION DETAILS</p> <p>Date of Inspection: 22-09-2016</p>
<p>Follow-through inspection activities</p>	
<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 • Review of resources and facilities 	
<p>Recommendation in original inspection report</p>	<p>Progress achieved to date on implementation of recommendation</p>
<p>The establishment of a board of management should be progressed.</p>	<p>Very good progress.</p> <p>The board was due to come into effect on the 15 October 2016. Teacher nominees had been elected and parent and trustee nominees were due to be elected shortly afterwards.</p>
<p>A school plan should be developed which identifies priorities for the school and planned actions to address these.</p>	<p>Partial progress</p> <p>The school plan is currently under development, but it is still at an early stage. Some development priorities have been identified and action plans have been created in some areas such as the development of digital literacy, following consultation with the school community. The other main areas for development have yet to be decided, however. Priorities for development should be identified by the principal, together with the deputy principal and the board as part of the school self-evaluation process. The assistant principal with responsibility for school planning and policies meets with the principal half termly to discuss and review planning. It is recommended that the new board oversee the</p>

	<p>development of the school plan. Subject coordination and planning are referred to in the school plan. The subject department plans reviewed varied in terms of quality and content. There is a need for a common approach to planning which should move beyond schemes of work based on identified chapters.</p>
<p>Management should lead a review of all schools policies and long-established practices including the placement of students.</p>	<p>Good progress</p> <p>A coordinator of school planning and policies has recently been appointed. The review process has begun and a list of policies, which includes those responsible for each policy and the policy review dates, has been drawn up. Currently, the coordinator is responsible for initiating the review process. The new board should have oversight of this process. Management has conducted a review of the placement of students in second year English, Irish and Mathematics and has decided to maintain the current system of setting. This system of student placement school be kept under review.</p>
<p>The principal, together with the deputy principal, should proactively lead developments in teaching to improve student learning.</p>	<p>Very good progress</p> <p>There has been a whole school approach to the introduction of electronic tablets to enhance teaching and learning. An assistant principal was appointed to oversee the introduction of the digital classroom. Feedback from senior and middle management indicates that this is having a very positive effect on teaching and learning. Senior management has encouraged faculty meetings to discuss the use of tablets in the classroom and this has led to a general discussion of teaching and learning among staff and to the sharing of resources. The principal, together with the deputy principal, takes an active role in ensuring that subject departments are effective and that there is collaboration between staff.</p>
<p>Timetabling concerns regarding the provision of social, personal and health education and physical education should be addressed.</p>	<p>Partial progress</p> <p>There has been no progress on the timetabling of a SPHE class in third year, where SPHE is still being taught on a modular basis. Current guidelines indicate that junior cycle year groups should be timetabled for one lesson per week in all years to support the delivery of a spiral, developmental and integrated programme in the subject. The timetabling of SPHE in third year should be addressed as a matter of urgency. Provision for Physical Education (PE) has improved but there is still scope for development. Third years are provided</p>

with single classes only. PE is still optional in Transition Year. In fifth and sixth year, students are provided with a single class per week; PE provision is designed around options and students may opt to study one option for the full year. The PE plan should have breadth and balance of learning for all year groups. PE provision should be increased to a double lesson per week for each year group.

Summary of findings

The school has made good or very good progress on three of the recommendations. Partial progress has been made in school planning and timetabling of SPHE and PE.

Recommendations

- The new board should oversee the development of the school plan and should have oversight of the policy review process.
- Priorities for development should be identified by the principal, together with the deputy principal and the board as part of the school self-evaluation process.
- The principal, together with the deputy principal should keep the current system of setting students for English, Irish and Mathematics under review.
- The timetabling of SPHE in third year should be addressed as a matter of urgency.
- The PE plan should have breadth and balance of learning for all year groups. PE provision should be increased to a double lesson per week for each year group.

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

Terenure College welcomes the Follow Through Inspection Report and its findings.

We are particularly pleased with the recognition of the significant benefits that the introduction of the digital classrooms is having upon on-going developments in teaching and learning. The appointment of an Assistant Principal to co-ordinate the introduction of the digital classroom is an important allocation of resources to ensure continued development in this area.

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

As also noted in the Report, another Assistant Principal had been appointed to the position of Co-ordinator of School Planning and Policies. This appointment, arising from recommendations from the previous Whole School Evaluation Report, will ensure that the good work that is being done in terms of planning and policies will continue in a structured and consistent manner.

The Board of Management came into effect on the 15th of October 2016. It is bedding in well and is proving to be a very positive development in the management of the school.

We recognise the timetabling difficulties in relation to SPHE in Third Year and in PE in some years, which arise from the academic nature of our timetable, and we are actively looking at possible solutions. However, we would also wish to note that the Whole School Evaluation Report found that *A caring ethos promoted by the Carmelites pervades the school and is sustained by the staff and that there is a very good pastoral care structure and a range of support services are in place.* The importance of sport and physical activity in the holistic development of young people has always been an important value in the school. Accordingly a wide range of sports are played by a significant percentage of the students, facilitated by excellent sporting facilities.