

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

School name	St Andrew's College
Seoladh na scoile/ School address	Boosterstown Ave Blackrock Co Dublin
Uimhir rolla / Roll number	60650F

Date of Evaluation: 19-01-2017



Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: WSE-MLL Date of Inspection: April 2014 Report Published	Date of Inspection: 19-01-2017
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 senior management team • Interview with members of in-school management team • Interview with relevant teachers • Review of school documentation and students' work • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board should ensure that action plans relevant to the achievement of its identified priorities are developed and collated into a single document, incorporated into the development section of the school plan, and communicated to the school community.</p>	<p>Very good progress.</p> <p>The school now has a comprehensive, well-structured school plan. This plan includes a development section which identifies priorities in different areas such as teaching and learning, pastoral care, structural development and school structures. An action plan is included which outlines a timeframe for each priority, the action needed, success criteria and those responsible for implementing the actions. An annual report, which outlines the school's priorities is published on the school website. Priorities for development are shared with parents in presentations. It is recommended that priorities and the action plan be shared with staff and an agreed report shared with the school community.</p>
<p>A review of the overall post of responsibility structure should be undertaken, to assess if the assigned roles are fully meeting the administrative, pastoral and academic needs of the school.</p>	<p>No progress</p> <p>The current principal and deputy principal are new to their posts. They have recently started to address this recommendation.</p>
<p>Management should explore ways of enhancing students' contribution to the school improvement process.</p>	<p>Very good progress</p> <p>There is now evidence of many initiatives to develop student voice within the school. At the time of the follow through evaluation there was a very active student council who have been involved in the review of some policies and who have proposed initiatives which</p>

	<p>have led to many improvements in the day-to-day running of the school. There has been some student input into areas such as curriculum development and timetabling. Management should explore ways of further increasing student contribution to the development, implementation and review of school-identified priorities.</p>
<p>Teachers should revisit the principles of assessment for learning, with a particular emphasis on formative feedback.</p>	<p>Good progress</p> <p>There has been some whole-school discussion on the nature of assessment and steps have been taken to review assessment practices at whole-school and subject department level. Reporting structures were revised to include more formative feedback to students and parents. There is now a whole-school assessment policy that outlines current practices which take a formative approach.</p> <p>Evidence from student and teacher focus groups met with during the course of the evaluation, as well as a review of subject plans and copybooks, revealed that the implementation of formative strategies are not consistent throughout the school. A more consistent approach is needed, in particular with reference to the use of written feedback informing students on how they can improve their work. It is welcomed that the school has identified assessment as their forthcoming theme for school self-evaluation.</p>
<p>Summary of findings</p>	
<p>Very good progress has been made in developing the school plan and in enhancing student contribution to the school improvement process. Some good progress has been made in assessment for learning. No progress has been made in the review of posts of responsibility.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • A review of the overall posts of responsibility structures should be undertaken, to assess if the assigned roles are fully meeting the administrative, pastoral and academic needs of the school. • Teachers should adopt a more consistent approach to the implementation of formative assessment strategies, in particular with reference to the use of written feedback informing students on how they can improve their work. 	

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.