

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Holy Faith Secondary School
Seoladh na scoile/ School address	1 Belgrove Road Clontarf Dublin 3
Uimhir rolla / Roll number	60750J

Date of Evaluation: 21-11-2018



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, and the response of the board will be found in the appendix of this report.

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
Type: WSE-MLL Date of Inspection: 6-10-2016 Report Published: Yes	Date of Inspection: 21-11-2018
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 the senior management team • Review of relevant 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 oversee the development of an over-arching action plan to support the achievement of school priorities in the short, medium and long term, with progress reviewed regularly.</p>	<p>Very good progress</p> <p>Very good progress has been made in implementing this recommendation. The board, in collaboration with the principal, has developed a three year action plan which identifies a set of priorities under ten key areas such as policy development and curriculum planning.</p> <p>School management and staff have engaged with a very good range of continuing professional development (CPD) and this has supported the work of core teams in progressing identified priorities. To date, very good progress has been made in progressing a number of actions; for example, the provision of additional equipment to expand the use of information technology both in lessons and as a collaborative tool for teachers.</p> <p>School development planning is an agenda item of every board meeting and the board is kept fully informed of progress. Progress is reviewed yearly for each priority area and it is intended that a comprehensive review of the full school plan will take place at the end of the three-year cycle to inform continuing developments.</p>
<p>Teachers should plan for differentiated strategies and for the inclusion of student-led activities in lessons to appropriately challenge all learners and provide a greater level of learner autonomy.</p>	<p>Good progress</p> <p>Good progress in the areas of differentiated strategies and the inclusion of student-centred activities was noted in the lessons observed. In all lessons students were provided with opportunities to work collaboratively and group tasks were purposeful in most instances. Good practice was noted where teachers circulated during group-work activities, responding to students or groups</p>

	<p>requiring additional support.</p> <p>Very good practice was noted in lessons where teachers challenged students to think more deeply, analyse and draw conclusions through differentiated oral questions which probed and made students reflect on their knowledge. Such questioning gave students an autonomy to their learning. In some lessons very good differentiated learning was supported by well-prepared resources which provided a scaffold to student learning.</p> <p>In a few instances, the pace of the lesson was too slow and the methodology deployed was overly teacher-led, resulting in insufficient opportunity for the more able learners to engage at a deeper level with the material. It is recommended that in these instances teachers should continue to engage with the recommendation to ensure all students are appropriately challenged.</p> <p>The senior management team is actively leading and supporting on-going developments in teaching and learning. CPD has been provided for all teachers in the area of active teaching methodologies and approaches are being shared through in-school meetings and the school's intranet.</p>
<p>Subject plans should be reviewed to include learning outcomes that are sequenced in a manner that demonstrates incremental progression, and linked to specific teaching, learning and assessment strategies.</p>	<p>Good progress</p> <p>A sample of subject plans was reviewed and good progress has been made in implementing this recommendation in relation to Junior Cycle planning. Junior Cycle reform and the new specifications have resulted in the need to plan anew for the subjects already introduced. Teachers have fully engaged with CPD for the new Junior Cycle specifications and they are developing curricular plans incrementally in line with the guidelines.</p> <p>In relation to planning for senior cycle, the extent of the implementation of this recommendation varied in the documents reviewed. Subject departments should continue to implement this recommendation with a greater focus on senior cycle.</p>
<p>Summary of findings</p>	
<p>School management and staff have made very good use of the findings and recommendations from the original WSE-MLL report to inform on-going developments in the school. Overall there is good to very good progress evident in the implementation of the recommendations.</p>	
<p>Recommendations</p>	
<p>No further recommendations arise in relation to the recommendations in the original report.</p>	

Appendix

School response to the report

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The Board of Management of Holy Faith Secondary School, Clontarf, wishes to acknowledge the very positive Follow Through Inspection Report issued by the DES Inspectorate. This report affirms the very good progress made by the Board in implementing the recommendations of the MLL Report and the commitment of staff in engaging with the relevant recommendations.

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

While the report notes that no further recommendations have arisen in relation to the recommendations in the original report, the Board of Management, Senior management and staff are committed to providing high quality education for all students in Holy Faith and will continue to focus on areas identified.

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.