

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Joseph's Secondary School
Seoladh na scoile/ School address	Stanhope Street Off Manor Street Dublin 7
Uimhir rolla / Roll number	60843Q

Date of Evaluation: 26-09-2018



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 Type: WSE-MLL Date of Inspection: 20 April 2016 Report Published? Yes	FOLLOW-THROUGH INSPECTION DETAILS Date of Inspection: 26-09-2018
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 principal and deputy principal • Interview with members of the in-school management team • Interview with relevant teachers and members of staff • Review of school documentation and records and students' work • Observation of teaching and learning • Interaction with students • Contact with the chairperson of the board of management 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board of management should be properly constituted.</p>	<p>Very good progress A new board of management was appointed in October 2016 and is properly constituted. One nominee has not been in a position to attend meetings of the board for over a year. The trustees and the chairperson of the board should now put arrangements in place to address this issue.</p>
<p>The DEIS planning process should be robust and informed by a shared vision for the school; systematic use of data should inform all planning, monitoring and review processes, and relevant core planning teams should be established.</p>	<p>Partial Progress While partial progress has been made since September 2017, there was no formal DEIS plan in place during the academic years 2016/17 and 2017/2018. As St Joseph's participates in DEIS, and consequently receives additional resources for specific targeted interventions, it is imperative that the DEIS planning process be prioritised forthwith. Good, initial progress has been made since the start of the current academic year 2018/19 with the appointment of two new post holders who are tasked with coordinating a comprehensive DEIS planning process, in collaboration with all of the relevant stakeholders. It is recommended that establishing a robust DEIS planning process be prioritised by school management, and be included as a regular item on the agenda for board meetings.</p>

<p>The schedule of posts should be reviewed to ensure that the priority needs of the school are met.</p>	<p>Very good progress</p> <p>A full review of the schedule of middle-management posts was carried out in line with the requirements of Circular 003/2018. New post holders were appointed at the start of the academic year 2018/19. Their roles and responsibilities are significant and are clearly defined. They clearly reflect the current priority needs of the school. Assurances were given by the newly-appointed principal that the posts will be reviewed on an ongoing basis, in the light of personnel changes and the evolving needs of the school.</p>
<p>The school timetable should be reconfigured in line with the Department Circular M29/95.</p>	<p>Very good progress</p> <p>The school now fulfils the requirement to provide a minimum of 28 hours tuition per week, and the mid-morning break is appropriately timetabled.</p>
<p>The allocation of resources to students with additional learning needs should be in accordance with directions provided in Department Circular 70/14.</p>	<p>Good progress</p> <p>Department Circular 70/14 has been superseded by the more recent Circular 14/2017 that deals with the new allocation model of resources for students with special educational needs (SEN). Evidence was provided by the school that the hours currently allocated for students with SEN or English as an Additional Language (EAL) are being used appropriately. Almost all of the staff are involved in providing learning support by way of team teaching to students with SEN, and some Continuing Professional Development (CPD) has been provided. It is recommended that the school establish a smaller core team of teachers to provide these supports, that full training be provided, and that the core team be facilitated to meet more regularly to plan collaboratively. The SEN coordinator should also be supported in progressing the good work already started on the compilation of Student Support Files.</p>
<p>Strategies that support differentiation and facilitate students to actively reflect on, and assess their learning, need to be deployed further in lessons, and supported through a programme of continuing professional development (CPD) for staff.</p>	<p>Good progress</p> <p>Teachers have been facilitated to attend ongoing CPD in relation to teaching, learning and assessment. Good progress in these areas was noted in the lessons observed. There is still scope to further develop differentiation, formative assessment and student self-assessment in lessons. The recent appointment of a coordinator to promote best practice in these areas should prove beneficial.</p>
<p>Summary of findings</p>	
<p>Overall there was good to very good progress evident in the implementation of almost all of the recommendations in the original WSE-MLL report. Only partial progress was evident in DEIS planning. Establishing an effective and robust DEIS planning process should be a key priority for the school. This will be best achieved through facilitating enhanced communication, consultation and collaboration among all members of management and staff.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> School management should prioritise the DEIS planning process forthwith, in line with the recommendation in the original WSE-MLL report. 	

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.