

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Royal School Cavan
<b>Seoladh na scoile/ School address</b>	College Street Cavan Co. Cavan
<b>Uimhir rolla / Roll number</b>	61080S

**Date of Evaluation: 15-02-2019**



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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 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.

## **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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE-MLL</p> <p>Date of Inspection: 07-11-2017</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 15-02-2019</p>
<b>Follow-through inspection activities</b>	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> <li>• Meeting with Acting Principal</li> <li>• Review of school documentation and records and students' work</li> <li>• Observation of teaching and learning</li> <li>• Interaction with students</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The school should extend the scope of lesson observation that is to be introduced under the Droichead programme, in order to develop teaching and learning best practices</p>	<p><b>Very good progress</b></p> <p>A range of highly effective initiatives has been put in place to implement this recommendation.</p> <p>A number of teachers have provided opportunities for their colleagues to observe teaching and learning in their classrooms. A large cohort of teachers are involved with the <i>Teaching and Learning for the 21<sup>st</sup> Century</i> (TL21) project and are promoting active teaching methodologies and Junior Cycle skills development.</p> <p>Teaching and learning is also developed through teachers sharing highly-effective practice at staff meetings. The number of newly-qualified teachers and students of the Professional Masters in Education has increased in the school, ensuring that additional teachers are involved in mentoring and lesson observation.</p>
<p>The phasing out of the eight-subject Leaving Certificate should be used as an opportunity to introduce LCVP which would accommodate a broader range of aptitudes than the Leaving Certificate.</p>	<p><b>Very good progress</b></p> <p>A curriculum development co-ordinator has been appointed to oversee a review of curriculum provision in light of changes in education and the needs of the school. The Leaving Certificate programme has been reduced to seven subjects. Other new subjects and the Leaving Certificate Vocational Programme (LCVP) are being considered for inclusion at senior cycle.</p>
<p>Special educational needs (SEN) resources should be used for their intended purpose and deployed in line with circular 0014/2017.</p>	<p><b>Very good progress</b></p> <p>All of the SEN resources are being used for their intended purpose. A new inclusion policy, which is in line with circular 0014/2017, has been developed, and recently ratified by the board of management.</p>

	A broader range of supports for students with special educational needs has been introduced, including a greater emphasis on in-class support.
The arrangements for access to one-to-one meetings with the guidance department for senior-cycle students should be reviewed and improved.	<p><b>Very good progress</b></p> <p>There has been considerable improvement in students' access to Guidance since the original evaluation.</p> <p>There are now two timetabled guidance lessons per week for sixth-year students, one of which takes place in the computer room and allows students the autonomy to research options for themselves. An appointments system has been established for students to self-refer for careers advice and personal counselling. There has been excellent uptake of this service by students, with all students having at least one appointment by the end of the school year.</p> <p>Additionally, an academic target-setting process has been developed by the guidance counsellor to motivate students and to support course and career choice.</p>
Students should be encouraged to develop and expand on their answers to teacher questioning and be challenged more often with higher-order questions.	<p><b>Very good progress</b></p> <p>A core focus of the school's self-evaluation (SSE) process is the use of higher-order questioning to challenge students and encourage them to expand and develop their answers. Questioning was used in a highly-effective manner in the lessons observed. The teachers' interactions prompted the development of students' thinking, and challenged them to use prior learning and existing knowledge to explore new ideas and concepts. Furthermore, questioning was used very well to encourage the use of key words and phrases in order to develop subject specific language.</p>
<b>Summary of findings</b>	
All of the recommendations made in the original WSE-MLL report have been fully implemented. Considerable change and improvement have been achieved through the planning and implementation of a manageable framework of initiatives. The whole-school community engaged in a comprehensive consultation process which genuinely addressed the needs of the school. The school's SSE process has been used as a highly-effective agent for positive change.	
<b>Recommendations</b>	
No further recommendations arise in relation to the recommendations in the original report.	

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<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.