

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Kieran's College
Seoladh na scoile/ School address	Secondary School College Rd Kilkenny
Uimhir rolla / Roll number	61560J

Date of Evaluation: 04-04-2019



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 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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: WSE-MLL Date of Inspection: 28-09-2017 Report Published: Yes	Date of Inspection: 04-04-2019
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 principal and deputy principals • Interview with members of in-school management team • Interview with relevant teachers • Review of school documentation and records and students' work • Review of resources and facilities • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The review of posts of responsibility should be prioritised so that teachers with posts assume positions that promote leadership of learning.</p>	<p>Very good progress Posts of responsibility have been substantially reviewed with a major focus on distributed leadership in line with Circular 3/2018 and <i>Looking at Our School 2016</i>. Senior management has ensured widespread staff and student consultation in this process. Following on from a whole-school needs analysis, and with a particular focus on student learning needs, teachers indicated that they have a very good level of ownership of the review. School self-evaluation has been integrated into the review process in such a way that teacher and student voice has played a significant role in this process.</p>
<p>Notwithstanding the ongoing efforts of the board of management to solve this issue, maintenance of the science laboratories, associated services and storage of chemicals is not in line with best practice and should be reviewed in the interests of health and safety.</p>	<p>Good progress School management employed a private company to remove unwanted chemicals and clean the chemical storage area. Some laboratory furniture was restored in collaboration with Kilkenny and Carlow Education and Training Board. The assistant principal with responsibility for science laboratories has reported to management on ongoing laboratory maintenance. In addition, the board of management has progressed plans for a new school facility which will incorporate five science laboratories, three preparation areas incorporating chemical storage facilities.</p>
<p>Some subject plans require substantial development to include planning for the Framework for Junior Cycle 2015 and subject specifications.</p>	<p>Good progress Subject planning has been developed to include a common template and checklist which have been adopted to varying degrees by all subject departments. Subject plans generally place an improved</p>

	<p>focus on subject specifications which have been introduced as part of the Junior Cycle Framework and many plans include material on key skills and the Junior Cycle Statements of Learning. There is appropriate focus on SSE, teacher professional development and assessment for learning and some plans include good reflections on state examination results.</p>
<p>The allocation of study periods on teachers' timetables and the utilisation of this teaching resource requires improvement.</p>	<p>Very good progress</p> <p>It is acknowledged that some changes in teachers' timetables to address this concern were addressed at the time of the evaluation. This process has now been completed. Some resulting changes in the school timetable include timetabled guidance provision and resource mathematics for fifth and sixth year students, and the Leaving Certificate Vocational Programme is offered to students with exemptions from studying Irish.</p>
<p>In order to extend the very effective teaching, learning and assessment observed, active methodologies, assessment for learning practices and formative and developmental written feedback on assignments should be developed and embedded in whole-school practice.</p>	<p>Good progress</p> <p>Interactions with students and examination of students' written work reveals that there is a good level of formative written feedback provided by teachers. Assessment for learning measures are well integrated into classroom practice; for example students spoke positively regarding their Classroom Based Assessments and how they received oral feedback during the various stages of this process. Inquiry-based learning, effective questioning, literacy and numeracy, and active student methodologies form the basis of teacher professional development and collaborative teacher practices. The school improvement plan and staff minutes indicate the good extent of ongoing practices that elevate student voice and teachers' collective practice.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Posts of responsibility have been substantially reviewed with a major focus on distributed leadership. • Subject plans generally place an improved focus on subject specifications which have been introduced as part of the Junior Cycle Framework. • The practice of the allocation of study periods on teachers' timetables has been discontinued. • There is a good level of formative written feedback provided by teachers and active student methodologies form the basis of teacher professional development and collaborative teacher practices. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Subject planning should be further progressed by some subject departments. • Further planning for the provision of formative written feedback is necessary. 	

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.