

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Cross And Passion College
<b>Seoladh na scoile/ School address</b>	Kilcullen Co Kildare
<b>Uimhir rolla / Roll number</b>	61690W

**Date of Evaluation: 11-01-2018**



## **WHAT IS A 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 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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p><b>Type: Whole-School Evaluation Management, Leadership and Learning</b></p> <p><b>Date of Inspection: 28-09-2016</b></p> <p><b>Report Published: Yes</b></p>	<p><b>Date of Inspection: 11-01-2018</b></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 Principal and senior management team</li> <li>• Interview with members of in-school management team</li> <li>• Interview with relevant members of staff</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>	
<b>Recommendation in original inspection report</b>	<b>Progress achieved to date on implementation of recommendation</b>
<p>The board of management should oversee a review of the posts of responsibility in line with relevant Circular Letters including PPT29/02 and ensure compliance with Circular Letter M29/95, particularly in the arrangements for the delivery of a minimum of 167 teaching days for all year groups.</p>	<p><b>Very good progress</b></p> <p>The board of management instigated a full review of the posts of responsibility and an external agency was engaged to assist the staff in the process. As the preliminary work has now been completed, the board, took the decision to pause work further work pending the publication of a new Circular Letter in relation to post of responsibilities.</p> <p>The school is now compliant with Circular Letter M29/95.</p>
<p>The Special Education Needs (SEN) department should undertake a review of the impact of the current arrangements for team teaching as the predominant model of support, update the SEN register and finalise the draft learning support policy to the board of management for ratification.</p>	<p><b>Very good progress</b></p> <p>Arrangements for team teaching have been reviewed and this model of provision is now extended to a range of subject areas to ensure that the needs of the students are being supported.</p> <p>The SEN department reviewed their practices and has updated the SEN register. The draft learning support policy was finalised and progressed to the board for ratification. However, in light of the Guidelines for Post-Primary Schools-Supporting Students with Special Educational Needs in Mainstream Schools (2017) and Circular Letter 0014/2017, the SEN department is currently undertaking a further review of its policy and is updating the school provision plan.</p>
<p>Effective teaching and learning strategies as observed in many lessons should be further embedded by teachers.</p>	<p><b>Very good progress</b></p> <p>The school has moved to fifty-eight minute lessons this academic year. Lessons observed included, very good delivery and an appropriate balance between teacher input and purposeful engagement by students in their learning. Peer-assessment featured in one lesson and very good use was made of questioning strategies that were differentiated and suitably challenging to support the learner needs within the lessons.</p> <p>Teacher preparation was very good and all lessons began with clear</p>

	learning intentions. An effective review of these intentions would have further enhanced the lessons and is an area for ongoing attention.
All subject departments should use information gathered from the analyses of student attainment in examinations and other baseline data to devise improvement plans for curriculum delivery.	<p><b>Partial progress</b></p> <p>Baseline data arising from diagnostic results in addition to detailed analysis of student attainment in certificate examinations, is provided to all subject departments by school management. However, there was little evidence in a sample of subject department folders that such data is used to devise improvement plans for curriculum delivery.</p>
<b>Summary of findings</b>	
<p>Commendably, the board and senior management, has engaged very effectively with the recommendations in the WSE-MLL report. A strategic approach has been taken to the implementation of the main recommendations and considerable progress, with the majority of these, has been achieved.</p> <p>Subcommittees comprising all members of the school staff, led by senior and middle management have been convened to address areas for improvement arising from recommendations within the WSE MLL report. Action plans are being prepared for the realisation of these improvements.</p>	
<b>Recommendations</b>	
<p>There is scope for all subject departments to use the available baseline data as a means to support improvement plans for the curriculum delivery to meet the needs of the students within the school.</p>	
<b>CHILD PROTECTION</b>	
<p>During the evaluation, the following checks in relation to the school's child protection procedures were conducted:</p> <ol style="list-style-type: none"> <li>1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.</li> <li>2. The name of the designated liaison person for child protection matters was prominently displayed near the main door of the school / in the school's reception area.</li> <li>3. The school has a Child Protection policy in place.</li> <li>4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.</li> </ol> <p>The school met the requirements in relation to each of the checks above.</p>	

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
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<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.
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<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.
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<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.
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<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.
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# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

### **Area 1 Observations on the content of the inspection report**

The Board of Management appreciates the recognition of our progress and development. The school is pleased to have achieved 'very good' (the highest category on the Quality Continuum) in the identified areas.

### **Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

The Board and Senior Management has committed to provide further in-service for teachers on the use of available baseline data on student aptitude and attainment as a means to support improvement plans for the curriculum delivery to meet the needs of Students within the school.