

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Paul's Secondary School
Seoladh na scoile/ School address	Monasterevin Co Kildare
Uimhir rolla / Roll number	61702D

Date of Evaluation: 16-05-2019



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 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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: MLL Whole School Inspection Date of Inspection: 14-11-2014 Report Published? Yes	Date of Inspection: 16-05-2019
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 senior management team • Interview with members of 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 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>A school plan that articulates the vision for the school, that focuses on improvements in teaching and learning and that encompasses the current DEIS action plan and the school's improvement plan should be collectively developed and agreed.</p>	<p>Good progress The school plan has been diligently prepared, outlining the school's vision. Identified priorities for development and improvement in teaching and learning are documented.</p>
<p>Senior management and staff are encouraged to develop a whole-school teaching and learning action plan.</p>	<p>Good progress The whole-school teaching and learning plan has been well developed and includes a time frame. Ensuring that identified targets are measurable and are aligned to the Department of Education and Skills social inclusion strategy, Delivering Equality of Opportunity in Schools (DEIS) planning should now be an area for priority in the school.</p>
<p>The good work of the pilot project on effective feedback as a key aspect of teaching and learning should be more widely disseminated especially in relation to a renewed focus on giving students written advice for improvement on their work.</p>	<p>Partial progress The area of effective feedback has been prioritised for development and some whole-school interventions have been initiated. However, in the lessons and samples of copybooks and summative tests observed, oral and written formative feedback remained areas for development.</p>
<p>Learning Support should focus on more in-class support rather than withdrawal</p>	<p>Partial progress Team teaching has been initiated in the school but the special educational needs (SEN) model of support is predominately withdrawal of students from mainstream classes. Encouragingly, the</p>

	<p>school has identified team teaching as an area for development. Also, a whole-school focus on differentiated teaching methodologies and learning activities should be prioritised and linked to the overall DEIS planning targets.</p>
<p>The pace of development of individual learning plans (IEPs) for students with additional and specific learning needs should be accelerated</p>	<p>Very good progress The SEN team have made impressive progress in this area, including contributions from all teachers of SEN students and supporting individualised learning needs of SEN students.</p>
<p>Summary of findings</p>	
<p>The school has made good progress in the recommendations regarding school planning and development and in developing a teaching and learning plan. Very good progress has been made in the area of developing IEPs for SEN students. There are areas for development regarding feedback and in-class support; and with regard linking whole-school planning for improvement with the DEIS plan.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Identified areas for improvement in teaching, learning and assessment should be explicitly linked to the DEIS plan. • To advance the provision of in-class support, the development of team teaching should continue and greater use should be made of differentiated teaching methodologies. • Teachers should provide regular formative feedback on students' written work. 	

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.