

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Coláiste Muire
Seoladh na scoile/ School address	College Road Ennis Co Clare
Uimhir rolla / Roll number	61930Q

Date of Evaluation: 07-12-2017



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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Whole School Evaluation (Management Leadership and Learning)</p> <p>Date of Inspection: 07-12-2016</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 07-12-2017</p>
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 • Review of school documentation, 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>In the context of the expansion of the senior management team, the duties attached to posts of responsibility and in particular the duties associated with the deputy principal roles should be adjusted to maximise their focus on leadership and management responsibilities.</p>	<p>Good progress</p> <p>Two additional deputy principals have been appointed, with the senior management team now consisting of the principal and three deputy principals. Following a needs analysis, and overseen by the board of management, the duties associated with the roles of the three deputy principals were divided into the areas of administrative, pastoral and curricular priorities. Each deputy principal has clear areas of leadership and management responsibility. There is also, commendably, agreement that the duties will be reviewed during the third term of the current academic year. The duties undertaken by the deputy principals are supportive of roles within the posts of responsibility structure. Thus, as the deputy principal roles become embedded, the next step will be to engage with post holders on whether rebalancing of posts is required.</p>
<p>Further developing the use of assessment for learning and extending the use of formative feedback with students, orally and in writing, are recommended to further develop teaching and learning.</p>	<p>Good progress</p> <p>During lesson visits, very good examples of assessment for learning (AfL) techniques were noted. High quality formative feedback was given orally during lessons. Students' work contained samples of very beneficial written formative feedback. The school is working on extending the use of tablet devices for AfL. It would be beneficial to tie the work on AfL into the school's work on school self-evaluation (SSE).</p>

<p>Communication with and the involvement of students and parents should be extended, particularly in the areas of school self-evaluation (SSE) and academic tracking.</p>	<p>Good progress</p> <p>Teaching methods have been a focus for development under the umbrella of SSE. In this context, the school has developed the use of team teaching. It is one of eighteen schools piloting a national team teaching project. Significant resourcing has been allocated by the school to support this initiative. Feedback has been collected from students using a survey and this was positive. The next step planned by the school is to engage with parents in relation to team teaching. SSE has been placed on the agenda for every staff meeting. Peer observation has been adopted by a number of subject departments and plans are in place to extend it.</p> <p>The student journal is being used to support academic tracking along with the tracking of attendance using a newly installed electronic information management system. As expertise builds in the use of this system the school plans to develop its use further in academic tracking, and this is commendable.</p>
--	---

Summary of findings

- Overall, good progress has been made in relation to the recommendations contained in the report, with the school using suitable systems and processes to progress the recommendations.
- Good progress has been made in developing the roles of the deputy principals, and ensuring that the roles have a clear focus on a variety of leadership and management responsibilities; future progress will involve engaging with post holders to assess the need to rebalance duties within the posts of responsibility structure.
- During lesson visits, very effective assessment for learning and formative feedback practices were clearly evident. These areas will be further advanced by the school's progression of its SSE priority of linking the use of digital devices as supports to assessment for learning.
- The development of team teaching along with the introduction of new systems to support academic tracking are key to the good progress that has been achieved in SSE and academic tracking; as these initiatives gain traction further developing the engagement and involvement of parents and students will see them realise their maximum potential.

Recommendations

- As the roles and duties of the senior management team become embedded the school should engage with post holders on rebalancing duties within the posts of responsibility structure.
- The school has planned to develop the use of tablet devices for AfL and this should be progressed as it is a beneficial initiative.
- Momentum from the new academic tracking systems and the development of team teaching should be sustained by further developing the engagement and involvement of parents and students.

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.

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.