

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	St Joseph's Secondary School
<b>Seoladh na scoile/ School address</b>	Spanish Point Miltown Malbay Co Clare
<b>Uimhir rolla / Roll number</b>	62010C

**Date of Evaluation: 26 January 2017**



## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
<b>Type:</b> WSE-MLL <b>Date of Inspection:</b> 6 March 2014 <b>Report Published?</b> Yes	<b>Date of Inspection:</b> 26 January 2017
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"> <li>• Meeting with senior management team</li> <li>• Interview with members of in-school management team</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation</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
The board of management should oversee the development of a strategic plan with targets and actions identified to address agreed priorities over defined timeframes.	<b>Very good progress</b> A comprehensive strategic plan has been developed along the lines recommended. The development of the plan was overseen by the board of management and all relevant stakeholders were consulted.
The posts of responsibility schedule should be reviewed and aligned to the school's needs and priorities.	<b>Good progress</b> The posts of responsibility schedule was reviewed in 2015 and, while some inequities still exist, the duties assigned to post-holders are now much more closely aligned to the urgent needs of the school.
A prioritised cycle of review and update of school policies should be devised in consultation with stakeholders and it should give urgency to the need to review the code of behaviour.	<b>Good progress</b> A range of school policies, including the code of behaviour, has been reviewed since the WSE-MLL evaluation. There are plans in place to review all remaining policies in the near future. The dates on which policies were last reviewed should be added to all policies along with the date planned for the next review.
Practice and provision for special educational needs (SEN) should be further developed with the remit of maximising learning outcomes for students.	<b>No progress</b> Schemes of work for SEN classes remain under-developed. In addition, learning plans for students in receipt of resource hours lack sufficient detail to guide teachers in the delivery of supports to these students. It is imperative that these shortfalls be addressed without delay in order to inform practice and provision for SEN.

<p>The school's literacy strategy should be further developed to incorporate more substantive strategies.</p>	<p><b>Good progress</b> The school's literacy strategy is now well developed and contains substantive strategies related to improving students' engagement with reading and students' subject-specific vocabulary.</p>
<p>It is recommended that a more collaborative and consistent approach to curricular planning be adopted which provides a clearer focus on learning outcomes, methodologies, resources and assessment modes.</p>	<p><b>Partial progress</b> While some teachers have made considerable improvements in their approach to curricular planning, the approach remains largely individualised. The development of further consistency, across and within subject departments, remains an area in which significant development is required.</p>
<p>In order to further progress the integration of information and communications technology (ICT) as a learning tool, a comprehensive e-learning plan should be developed.</p>	<p><b>Partial progress</b> ICT was used as a teaching tool in all of the lessons observed and it is evident that a considerable amount of ICT expertise exists among teachers. An e-learning team should now be formed with the remit of developing an e-learning plan.</p>
<p>Increased use should be made of active learning methodologies and strategies for differentiation to support learning across the range of abilities.</p>	<p><b>Very good progress</b> Teachers have availed of continuing professional development (CPD) in active learning methodologies and differentiation among other areas since the WSE-MLL. Teachers from within the school have also delivered related CPD to staff. Clear evidence of the results of this work was gathered in the lessons observed.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• A large body of work has been undertaken successfully in relation to strategic planning for school improvement; the areas for development that remain are collaborative planning and e-learning planning and implementation, to guide the integration of ICT into teaching and learning.</li> <li>• Planning for the delivery of supports to students with SEN remains under-developed.</li> <li>• Considerable progress has been made in relation to the further development of active and differentiated learning strategies.</li> </ul>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• Urgent attention should be given to the improvement of planning practices in relation to SEN.</li> <li>• A more collaborative approach to curricular planning should be devised and implemented.</li> <li>• An e-learning team should be established with the remit of developing a strategic plan for the further integration of ICT into teaching and learning.</li> </ul>	

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.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Part A Observations on the content of the inspection report**

The Board of Management welcomes the contents of the follow through Inspectorate Report of 26<sup>th</sup> January 2017.

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

St Joseph's Secondary School is continuing to implement the terms of the report. As outlined in the report much progress has been made in respect of recommendations e.g. recommendations 1,2,3,5 and 8. The Board of Management acknowledges that additional work needs to be undertaken with regard to 4,6 and 7. In this academic year another teacher has undertaken the Post Graduate Diploma in Special Needs Education at Mary Immaculate College, Limerick and preparatory work has been done in relation to plans.

All future planning meetings will address the issue of collaborative planning. Some work has already been done with online file sharing. PDST in-service has been undertaken in the area of e-learning and the team is actively engaged in developing an e-learning plan.