

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

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

Date of Evaluation: 15 May 2018



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.

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
<p>Type: Subject Inspection: Mathematics</p> <p>Date of Inspection: 13 September 2017</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 15 May 2018</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 • Interview with members of in-school management team and subject co-ordinator • Interview with relevant teachers/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>It is recommended that a subject department for Mathematics be formed and that members collaborate to produce a cohesive and comprehensive plan to support the teaching and learning of the subject.</p>	<p>Very good progress</p> <p>The mathematics teachers have formed a subject department and have worked together to produce a good quality subject plan. The plan is stored on a shared online drive where all teachers have access to it.</p>
<p>Opportunities for students to be more actively involved in their learning, to develop skills in providing verbal solutions to higher-order tasks and to experience peer collaboration and support should be included in lesson planning for Mathematics.</p>	<p>Partial progress</p> <p>In one of the observed lessons, peer collaboration was effectively facilitated. The quality of student engagement with the lesson content in the lessons observed ranged from very good to fair. There remains scope to increase the levels of students' active engagement in the majority of lessons and to increase the opportunities for students to provide verbal solutions to higher order tasks. In the majority of lessons, better facilitation of peer collaboration and support was needed to enhance students' learning experiences.</p>
<p>The board of management and senior management should further support the teaching and learning of Mathematics by ensuring that whole-school policies, which are relevant and up-to-date, are in place.</p>	<p>Very good progress</p> <p>Management is using a rolling system to review policies to ensure they are kept up-to-date and relevant. A number of new policies have been put in place.</p>
<p>Management needs to ensure that students with SEN are adequately supported by putting a functioning, formal system in place</p>	<p>Very good progress</p> <p>There is a well-functioning, formal system in place to ensure students with special educational needs (SEN) are adequately</p>

to inform teachers of the abilities and needs of all relevant students and provide guidance on strategies on how best to support them, when necessary.	supported. Information on students' abilities and needs as well as strategies for support are up to date and easily accessible for all teachers to inform themselves about the students in their care and how best to support them.
Summary of findings	
<ul style="list-style-type: none"> • The mathematics teachers have formed a subject department and produced a comprehensive subject plan. • Management has a rolling system in place to ensure policies are regularly reviewed and modified where necessary and a number of new policies have been developed and ratified. • Partial progress was made with the recommendation to improve the learning experiences of students in lessons; learning experiences in one of the lessons observed was very good but there was significant scope for improvement in the others. • A robust system to ensure students with special educational needs (SEN) are adequately supported has been developed and relevant information is now readily available to all mainstream teachers. 	
Recommendations	
<ul style="list-style-type: none"> • It is recommended that teachers collaborate to ensure the schemes of work include more details of methodologies, assessment strategies and relevant resources to achieve the stated learning outcomes. • There is a need to improve the learning experiences of students by ensuring they are purposefully and actively engaged with the lesson content, have opportunities to provide higher-order verbal solutions and experience effective peer collaboration and support. • It is recommended that a whole-school assessment policy be developed to support teaching and learning. 	

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.
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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.

<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.
