

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St. Raphael's College
Seoladh na scoile/ School address	Loughrea County Galway
Uimhir rolla / Roll number	63070C

Date of Evaluation: 12-11-2018



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 on the findings and recommendations of the report; the board chose to accept the report without response.

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: WSE-MLL</p> <p>Date of Inspection: 09-05-2017</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 12-11-2018</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 deputy principal • Review of school documentation and records of students' work • Review of resources and facilities • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board should extend its leadership and oversight of matters relating to teaching and learning.</p>	<p>Very good progress</p> <p>The board of management has developed its role significantly in leading teaching and learning in the school. Detailed board minutes show that teaching, learning and school self-evaluation (SSE) are discussed in considerable detail at each meeting.</p> <p>The board is also supporting teaching and learning through funding continuing professional development (CPD), as required.</p>
<p>In developing the school plan, the board should adopt a systematic policy development review cycle to ensure that all policies are in place and up-to-date.</p>	<p>Good progress</p> <p>All key policies have been reviewed, and there has been a strategic approach to the review process. The assessment policy should now be reviewed as a matter of priority in order to reflect recent changes in junior cycle and in light of the school focus on assessment as part of the school self-evaluation (SSE) process.</p> <p>Management, in consultation with staff, has identified a number of key priorities for the next three years and these should be formally recorded in a plan. The document <i>Looking at our School (LAOS) 2016: A Quality Framework for Post-Primary Schools</i> should be utilised to inform this plan.</p>
<p>All aspects of the new junior cycle, as required by relevant Department circulars, should be implemented.</p>	<p>Very good progress</p> <p>All classroom-based assessments and subject learning and assessment review meetings have taken place in the relevant junior-cycle subjects. Teachers have attended relevant CPD and have been provided with their professional time as required by Circular 0015/2017. In addition, all lessons are now forty minutes in duration. There is a double lesson of Physical Education for all junior-cycle students and a comprehensive wellbeing programme</p>

	<p>has been developed.</p> <p>The school has been allocated additional posts and an Assistant Principal 2 post has been identified to lead teaching and learning, to include responsibility for junior-cycle implementation. A Level 2 Learning Programme is also offered to a small number of students.</p>
<p>The current practice whereby some senior cycle students have a significant number of study periods needs to be revised.</p>	<p>Good progress</p> <p>Only one study class now remains on the timetable due to a scheduling clash with the Leaving Certificate Vocational Programme. However, a plan is in place to use this class period to provide a life-skills programme; this is a welcome development.</p>
<p>Teachers should further develop their approaches to the assessment of students' learning in lessons including focusing on more effective questioning and providing more regular formative feedback on students' work.</p>	<p>Partial progress</p> <p>Using domain three (Teachers' Individual Practice) of the LAOS document as a guide, the school has identified assessment as their next key area of focus as part of the SSE process. Last year, there was a focus on effective questioning. During the lesson observations, it was evident that the strategies agreed at whole-school level have impacted positively on the students' learning experiences.</p> <p>The effective use of learning intentions and the provision of regular formative feedback to students on their work remains as an area for development. Commendably, formative feedback is the focus of this year's SSE assessment work, and baseline data has been gathered to guide the development of associated teaching and learning strategies. When strategies have been agreed, it will be important to document these in the assessment policy.</p>
<p>Summary of findings</p>	
<p>The board of management, senior management and staff have given serious consideration to the recommendations in the WSE-MLL report; work on each of the recommendations has progressed and the school is continuing to pursue improvements across the relevant areas.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • The school should publish a school improvement plan in relation to teaching and learning as part of the SSE process before the end of the current school year. • Teachers' assessment of students' learning in lessons should continue to be developed through the effective use of learning intentions, which are linked to success criteria, and through the provision of more regular written formative feedback on students' 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.