

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Angela's Secondary School
Seoladh na scoile/ School address	Ursuline Convent Waterford
Uimhir rolla / Roll number	64990D

Date of Evaluation: 08-03-2018



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: Transition Year (TY) Programme Evaluation</p> <p>Date of Inspection: November 2016</p> <p>Report Published Yes</p>	<p>Date of Inspection: 08-03-2018</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 TY core team and programme co-ordinator • Review of school documentation and records, and students' work 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The role of the TY core team, supporting the co-ordinator in planning, monitoring and implementing the programme, should be strengthened.</p>	<p>Very good progress</p> <p>The consultative, supportive and evaluative role of the TY core team has been significantly strengthened. The core team, consisting of the TY co-ordinator, TY year head, SEN co-ordinator and guidance counsellor, brings a wide range of experiences and expertise to the development of the TY programme and actively supports the TY co-ordinator in this regard.</p> <p>In addition, the TY review committee has carried out a thorough review of TY provision to include evaluation of the modular options, timetabling, communication, assessment and work experience. Important changes in the current year include the introduction of Wellbeing and of Computer Skills onto the timetable; convening a parent teacher meeting for TY students; publishing the extensive TY calendar on the school website; and reviewing the assessment criteria for student projects. The TY certificate of achievement credits student involvement in many areas including volunteering activities, participation in school events and completion of courses. This is very good practice.</p>
<p>TY subject plans should be developed using a common template; the Transition Unit template available on the NCCA website is suggested.</p>	<p>Partial progress</p> <p>Some TY subject plans have been improved and developed since the TY evaluation, but there has been limited progress with others. One subject area has adopted the Transition Unit template for subject planning and development and this is very good practice. There was evidence of skills-based learning in another plan to match the aims of TY. There was little evidence of a common template being adopted across subject departments. Substantial further progress is necessary in addressing this recommendation.</p>

Summary of findings

- The consultative, supportive and evaluative role of the TY core team has been significantly strengthened.
- Some TY subject plans have been improved and developed since the TY evaluation, but there has been limited progress with others.

Recommendations

- Considerable further progress is necessary in addressing TY subject planning.

CHILD PROTECTION

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed near the main door of the school in the school's reception area.
3. The school has a Child Protection policy in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

The school met the requirements in relation to each of the checks above.

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.