

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Newtown School
Seoladh na scoile/ School address	Newtown Road Waterford City Co. Waterford
Uimhir rolla / Roll number	65010R

Date of Evaluation: 11-09-2018



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.

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.

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
Type: WSE-MLL Date of Inspection: 07-10-2016 Report Published Yes	Dates of Inspection: 10- 09-2018 and 11-09-2018
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 senior management team • Interview with members of in-school management team • Interview with relevant teachers • Review of school documentation and students' work • Observation of teaching and learning • Interaction with students • Contact with chairperson of board of management 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board of management should ensure that attention to teaching and learning and strategic planning are progressed in parallel with the board's other priorities.</p>	<p>Good progress</p> <p>Substantial improvement has occurred in relation to the board's role in supporting teaching and learning, which is now a standing item at every board meeting. An advisory board of studies and the SSE team, newly formed since the original evaluation, are informing those discussions through presentations and reports to the board.</p> <p>There is scope for the board to oversee a consultation process with students and parents, as part of a wider review of teaching, learning, assessment, and curricular reform.</p> <p>Appropriate action has been taken to address the recommendation regarding strategic planning. A school improvement plan has been shared by the board with stakeholders. An action plan which indicates areas for improvement and the associated actions have been effectively and incrementally progressed by the board. Regular meetings are held between the chairperson of the board and the senior management team to monitor progress on these actions.</p> <p>The board should continue to seek regular updates and monitor progress on the action plan for improvement.</p>
<p>Senior management should further develop its own leadership role and facilitate more opportunities for distributed leadership, with particular emphasis on creating a more</p>	<p>Partial progress</p> <p>The principal and deputy principal have developed their leadership roles by each taking responsibility for leading a teaching and learning team. In addition, the deputy principal effectively mentors</p>

<p>meaningful middle leadership role for assistant principals (APs).</p>	<p>new members of staff and promotes professional self-reflection. The principal and deputy principal promote ongoing training and encourage staff to become more autonomous in their roles. Senior management should consider their professional development needs and explore opportunities to further build their own leadership capacity.</p> <p>A consultation process between senior management and the teaching staff has recently taken place to identify the leadership and management needs and priorities of the school. The middle leadership posts are in the process of being re-designated and restructured. The current post holders have been effectively performing their duties with some post holders developing their role. However, there is scope for senior management to significantly develop the leadership capacity of staff by further distributing key responsibilities.</p> <p>Opportunities for distributed leadership have increased within the general staff through participation in working groups and the inclusion of opportunities for teachers to make presentations at staff meetings on key aspects of school improvement. There is good engagement and positivity among the staff who undertake these activities.</p>
<p>All teachers should ensure that work in lessons is suitably differentiated and that homework is appropriately corrected; and the practice of written formative feedback should be implemented where it is not currently happening.</p>	<p>Partial progress</p> <p>While the majority of teachers have embraced formative assessment, a significant majority of teachers were not using differentiated teaching strategies or providing students with written formative assessment during the lessons observed. Considerable further training, support, and monitoring of teaching and learning are necessary to ensure these practices become embedded.</p> <p>Senior management has taken appropriate action to address this recommendation through the provision of relevant professional development training for teachers including formative assessment, active teaching methodologies, and differentiated teaching strategies.</p>
<p>All issues of compliance should be addressed forthwith; policy development and ratification, time in school provision and the school self-evaluation (SSE) process.</p>	<p>Good progress</p> <p>There has been substantial improvement in the number of policies completed, reviewed or prioritised for development. However, the board should identify a review date for each existing policy, monitor implementation and ensure an annual review of the anti-bullying policy occurs.</p> <p>School management has yet to provide twenty-eight hours of tuition for all students. However, as part of an ongoing consultation</p>

process, the advisory board of studies is reviewing the current curriculum and how it meets the needs of a changing cohort of students. The board of management should ensure students receive appropriate tuition time for all curricular subjects, including Physical Education.

SSE has been initiated in the school following the WSE-MLL. Good progress has been achieved with an enthusiastic and motivated steering group leading SSE. However, senior management and the SSE team should put measures in place so targets are reached by monitoring and evaluating progress, especially in relation to formative assessment and differentiation practices.

Summary of findings

- The board of management and staff have taken a positive and pro-active approach to addressing the recommendations.
- Overall, considerable progress has been made in strategic action planning, policy development, and leading SSE.
- There has been satisfactory progress in the development of distributed leadership opportunities and the school is using the current restructuring of posts as an opportunity to further distribute key responsibilities.

Recommendations

- The board should continue to seek regular updates and monitor progress on the action plan for improvement.
- Senior management should further distribute key responsibilities to develop the leadership capacity of staff.
- Senior management and the SSE team should put measures in place to ensure that formative assessment and differentiation are at the core of teaching and learning.
- The board of management should ensure students receive appropriate tuition time for all curricular subjects, including Physical Education.

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 this report which acknowledges the good and positive work being done in all areas of school to address the recommendations of the WSE MLL.

The Board acknowledges the recommendations of this report and will continue to proactively promote teaching and learning with the constant underlying principle of continuously seeking to improve the learner outcomes in the school.

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

Recommendation 2: Since the inspection the Board have progressed the distribution of leadership through the appointment of AP posts. To date one new AP I has been appointed and 5 new AP II positions have concluded the interview stage. This will add 6 new posts to the existing 4, dramatically reforming the middle management structure and allowing for enhanced distributed leadership through the school.

Recommendation 3: The SSE teams are continuing their work on embedding Formative assessment and differentiation in the classroom. Some further CPD training has been undertaken in these areas and future whole school training has been scheduled. In conjunction with the delivery of the new model for SEN, the increased use of IEPs has enhanced this process of addressing differentiation in class teaching.

Recommendation 4: The Advisory Board of Studies will be carrying out curriculum review, particularly at senior cycle to assess the needs of the student cohort in the delivery of the overall senior cycle curriculum.

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.