

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Peter's College
Seoladh na scoile/ School address	Dunboyne Co. Meath
Uimhir rolla / Roll number	71950F

Date of Evaluation: 09-01-2020



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
<p>Type: WSE-MLL</p> <p>Date of Inspection: 21-01-2016</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 09-01-2020</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 • Interview with members of in-school management team • Interview with relevant teachers • Review of school documentation and records and students' work • Review of resources and facilities • Contact with parents – No 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board of management should seek to ratify all mandatory policies, put in place a systematic review process for policy development and adopt the child protection guidelines as a matter of urgency</p>	<p>Very good progress Structures that support the implementation of this recommendation have been well developed.</p> <p>The board of management has ratified all mandatory policies, and a number of policies are currently in development. Policy development is on the agenda of every board meeting and an effective systematic rolling review system is now in place. Minutes of board meetings indicate that the board oversees this process which is implemented by senior management, post holders and the deputy principals.</p> <p>The child protection guidelines have been adopted and appropriate reports are included in the minutes of board meetings.</p>
<p>The formation of a streamed class group for students with additional and special educational needs (SEN) in junior cycle should be reviewed in line with the Department's publication: <i>Inclusion of Students with Special Educational Needs: Post-Primary Guidelines</i></p>	<p>Very good progress A review of class grouping through analysis of the relevant testing data shows that all class groups are now mixed ability. Commendably formation of class groups are informed by testing data to create mixed ability groupings that are balanced; by students' abilities, needs and gender. It is beneficial that an effective transition programme provides input from feeder primary schools and parents when placing students in class groups.</p> <p>There has been a substantial increase in the use of co-teaching to support students in all class groups. Class groupings support inclusive education in line with the Department's guidelines: <i>Inclusion of Students with Special Educational Needs: Post-Primary Guidelines</i>.</p>

<p>The resource hours allocated to the school for students with identified educational needs should be used fully for the intended purposes.</p>	<p>Very good progress Very good progress has been made with this recommendation.</p> <p>The SET allocation is distributed, in line with the <i>Guidelines to for Post-Primary Schools: Supporting Students with Special Educational Needs (SEN) in the Mainstream School</i>. A full review of the master timetable, and the special educational teaching (SET) hours indicates that the SET allocation is now being used for their intended purposes.</p> <p>A review of the SEN register indicates that students with the highest level of need access the highest level of support. A range of modes of delivery are used to meet the needs of students at the ‘<i>support for some</i>’ and ‘<i>support for few</i>’ levels of the <i>Continuum of Support</i>. It is very positive that the highest proportion of SET is being used to integrate co-teaching across all year groups.</p>
<p>A whole school approach to the integration of assessment for learning (AfL), including regular written formative feedback by teachers in students’ copybooks needs to be implemented.</p>	<p>Good progress The school has made good progress with this recommendation.</p> <p>A highly effective committee with overarching responsibility for promotion and development of teaching and learning practices has prioritised the consistent implementation of assessment for learning as a target in the School Improvement Plan.</p> <p>Senior management facilitated staff to attend CPD in formative assessment for the committee and learning has been shared informally and formally through in-school CPD. All staff received online CPD in assessment. AfL input from the committee is scheduled during all whole-school meetings. Comprehensive resources have been created and are shared with all colleagues.</p> <p>A review of students’ work across all year groups shows that students’ receive frequent written formative feedback in copybooks, summative assessments and a variety of student work. However, inconsistency remains in the quality of written formative feedback. There is scope for the subject departments to agree a consistent approach to written formative feedback.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Systematic approaches, led by senior and middle management, has ensured that the school has made very good progress for the majority of recommendations. • The school has made good progress in relation to written formative feedback. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • All subject departments should implement an agreed and consistent approach to written formative feedback in students’ copybooks and samples of 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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management of St. Peter's College welcomes this very positive Follow-Through Inspection report. It is gratifying to have recorded the extensive work that the school has taken to address the recommendations in the 2016 WSE-MLL report.

It particularly appreciates the very positive findings within the report which supports the school's aims and work in the areas of:

- Policy development and systematic policy review
- Formation of balanced mixed ability groupings
- Allocation of Special Education Teaching hours

This inspection has also affirmed the substantial work undertaken by school personnel in embedding a formative instructional practice culture in the school, in particular the support for staff to undertake CPD in formative assessment and the functioning of a highly effective committee which has promoted assessment for learning practices in school.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The Board of Management supports the teaching staff to continue to prioritise the development of teaching and learning practices and assessments for learning as identified as a target in the school's School Improvement Plan.

Subject departments will document their current approaches to written formative feedback in their subject planning files. At collaborative subject planning meetings, departments will continue to share samples of feedback to students both oral and written, will agree target areas that students require feedback on for that subject, agree consistent approaches to written formative feedback which for preferred techniques and identify the most effective formats that can be used to share this information with students such as copybooks, reflective journals, note copies, digital portfolios, exams, projects, noting oral feedback or on-line platforms. This work should also serve to foster the successful implementation of the school's current and next improvement plan which has as its focus formative instructional practice. The school leadership team will work with the subject departments to achieve this goal.