

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St. Patrick's Comprehensive School
Seoladh na scoile/ School address	Shannon County Clare
Uimhir rolla / Roll number	81007U

Date of Evaluation: 27-03-2019



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: Transition Year (TY) Programme Evaluation Date of Inspection: 6-11-2014 Report Published? Yes	Date of Inspection: 27-03-2019
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 programme co-ordinator • Interview with relevant teachers • Review of school documentation and records and students' work • Observation of teaching and learning • Student focus group 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>There is scope for the greater use of strategies for differentiation to support student learning across the range of abilities.</p>	<p>Good progress</p> <p>Good practice was in evidence in lessons evaluated in relation to differentiated questioning strategies and in the quality of in-class supports provided to students during task-based learning. The use of differentiated learning intentions was a characteristic of one lesson observed.</p> <p>The principal has initiated an audit of the staff's self-identified continuing professional development (CPD) needs to inform whole-school CPD planning; an input on differentiated strategies should be included in the CPD plan.</p>
<p>A number of TY specific policies and procedures should be developed including an assessment policy, a programme-wide accreditation system, and procedures for the management of work experience.</p>	<p>Partial progress</p> <p>Partial progress has been achieved in developing TY-specific policies and procedures. For example, some improvements have been made in the organisation and management of work experience.</p> <p>It was reported that a programme-wide accreditation was introduced but gained little traction. It is recommended that a core group of teachers trial the sample accreditation template made available to the school during the evaluation and present the findings to the whole staff. An accreditation approach should then be agreed to support the improved use of both formative and summative assessment during the TY programme. Agreed assessment procedures for TY and other aspects of student learning should then be shared within a whole-school assessment policy.</p> <p>The admissions policy has not been reviewed to include the criteria for selection to TY. Senior management indicated that policy development</p>

	and review was an identified priority and that a leadership and management role in this area had been included in the recent schedule of middle-management posts.
Whole-staff continuing professional development (CPD) for TY should be organised to support planning for TY at programme and subject level.	<p>Partial progress</p> <p>Notwithstanding the participation of the co-ordinator in TY specific training for the coordination role, whole-staff CPD to support programme and subject planning has not been organised. Senior management intends to make arrangements for this CPD in the next academic year.</p> <p>A review of subject plans indicated that although improvements have been carried out in many subject plans, good or very good planning practices were in evidence in only a small number of plans. The sharing of best practice in relation to planning would help develop more meaningful cross-curricular links and consolidate assessment practices.</p>
An action plan to guide the improvement agenda of TY should be agreed, implemented and reviewed.	<p>Partial progress</p> <p>As part of an overall review of the provision for programmes in the school, a systematic review of the TY programme commenced at the beginning of March 2019. At the time of the evaluation, survey data had been gathered from students, teachers and parents. This data had been analysed by senior management in consultation with the TY co-ordinator, and the first iteration of an action plan had been drawn up to present to the whole staff.</p>
Summary of findings	
<p>Partial progress has been achieved in relation to the implementation of three of the four recommendations made in 2014. However, the current senior management team has a clear vision for the development of the TY programme. A review of the programme was carried out in a consultative manner. Also, an improvement agenda to develop structures and procedures to support improvements in the coordination, planning and provision for the TY programme has been collated into a draft action plan for the programme.</p>	
Recommendations	
<ul style="list-style-type: none"> • Following the consultation phase on the TY action plan, targets for improvement and related success criteria should be drawn up and the outstanding aspects of the recommendations as outlined above should be included among those targets. 	

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board welcomes the report; however, we do note with regret that there is only Good Progress recorded against one of the recommendations and Partial Progress recorded against the other three recommendations.

The Board welcomes the recognition in the report, despite the assessment of Partial Progress in three of the recommendations, that within those recommendations a number of initiatives have taken place and that there is evidence of some good or very good practices and future progress continues to be implemented. The Board also welcomes the acknowledgement in the report of 'a clear vision for the development of the TY programme' and the ongoing work in developing 'structures and procedures to support improvements in the coordination, planning and provision for the TY programme.'

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

The Board also wishes to record that the current review of the TY programme was initiated in advance of the follow-through inspection and as part of a whole-school improvement plan review and evaluation. The Board is committed to implementing the recommendations outlined in the report as part of our Whole School Improvement Plan.

The Transition Year timetable for 2019/2020 reflects greater opportunities for student choice and autonomy; a Draft Policy on Work Experience is at consultation stage; an assessment and reporting system for TY will form part of a whole school review on assessment; in-service training for all staff in Dyslexia is scheduled for August; the application process for TY this year included option subject preference forms and interviews; a whole school approach to subject planning is scheduled for the end of year and start of next academic year including Subject Plan templates and best practice; Transition Year co-ordination has expanded with a second staff member assigned; and sourcing and scheduling of whole staff CPD is ongoing.

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.