

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Killinarden Community School
<b>Seoladh na scoile/ School address</b>	Killinarden Tallaght Dublin 24
<b>Uimhir rolla / Roll number</b>	91337B

**Date of Evaluation: 11-04-2017**



## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<b>Type: WSE-MLL</b> <b>Date of Inspection: 8 May 2014</b> <b>Report Published: October 2014</b>	<b>Date of Inspection: 11-04-2017</b>
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"> <li>• Meeting with principal</li> <li>• Interview with members of in-school management team</li> <li>• Interview with relevant teachers and members of staff</li> <li>• Review of school documentation and records of students' work</li> <li>• Observation of teaching and learning</li> <li>• Interaction with students</li> <li>• Interview with chairperson of board of management</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>In order to increase student attainment the board needs to take greater oversight of DEIS planning and review.</p>	<p><b>No progress</b></p> <p>There is currently no DEIS plan. Although elements of DEIS planning are ongoing in the school, there is insufficient oversight of action planning for improvement in the key DEIS themes at board level. The DEIS plan should be documented and brought to the board for ratification.</p> <p>The board needs to ensure that there are specific, measurable, achievable, realistic and time-bound (SMART) targets for each theme, that interventions relate to classroom practice and that there is a consistent approach to review of DEIS planning.</p> <p>Limited information in relation to DEIS planning is recorded in the minutes of board meetings under the heading of school self-evaluation (SSE). In future, the key points in relation to DEIS action planning and review should be recorded more comprehensively. DEIS planning should be fully integrated with the SSE planning process.</p>
<p>The role of the principal should be enhanced to include a greater focus on leadership of learning, in order to ensure that the school meets its own DEIS targets in relation to increased student attainment.</p>	<p><b>Partial progress</b></p> <p>The principal, newly appointed following the WSE, has made positive changes to promote improvements in relation to student attainment.</p>

	<p>However, the principal now needs to ensure that, at subject department level, more effective target setting for improving student attainment takes place.</p> <p>Poor student attendance and high rates of suspension are also impacting on student attainment. The practice whereby year heads have the authority to suspend students should cease immediately.</p>
<p>An e-Learning plan, with a focus on the effective integration by teachers of information and communications technology (ICT) in teaching and learning should be developed.</p>	<p><b>Partial progress</b></p> <p>There is no e-Learning plan and the ICT committee was disbanded after the WSE. Notwithstanding this, a member of staff with expertise in the area worked very effectively to establish systems to support the use of mobile tablets in the classroom including providing continuing professional development (CPD) to peers. Many teachers are integrating ICT into teaching and learning more frequently.</p> <p>An e-Learning plan should be developed to reflect the good practice and to ensure that a whole-school approach is adopted to the integration of ICT in classroom practice.</p>
<p>All teachers need to engage in a whole-school approach to integrating strategies of assessment for learning (AfL) into their classroom practice.</p>	<p><b>Good progress</b></p> <p>Teachers have availed of CPD in relation to AfL. During visits to lessons, AfL strategies were observed in use and good efforts are being made to incorporate formative feedback in students' term reports.</p> <p>There is scope for further development. Classroom furniture should be arranged to facilitate a more student-centred approach to learning and teachers should give more written formative feedback in students' copybooks.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• The overall progress since the WSE is not satisfactory in the key area of DEIS action planning. While the role of the principal has been strengthened in some aspects, there is still scope to develop this key role to ensure improvements in student attainment take place.</li> <li>• Good systems are in place to promote the use of ICT in the classroom.</li> <li>• Teachers have availed of CPD in AfL strategies and are incorporating these strategies into classroom practice.</li> </ul>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• The board should take greater oversight of DEIS action planning for improvement and needs to ensure that the practice whereby year heads suspend students ceases immediately.</li> <li>• The role of the principal should be further strengthened to ensure that effective planning across all DEIS themes takes place.</li> <li>• An e-Learning plan should be developed.</li> <li>• Teachers should provide increased written formative feedback to students.</li> </ul>	

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.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Area 1 Observations on the content of the inspection report**

### **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 acknowledges the findings of the WSE Follow Through Inspection and has taken measures at both board and school level to implement the recommendations the recommendations in particular with regard to DEIS Planning.

The Board wishes to clarify that while it is not practice that Year Heads have authority to suspend there has been one such incident, which was rectified as soon as practicable. In Line with NEWB guidelines, the Board delegates this authority to the Principal each year and to the Deputy Principal in her absence. A protocol is now in place whereby if both Principal and Deputy are absent this will be communicated to the Chairperson for delegation.