

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Castlecomer Community School
Seoladh na scoile/ School address	Castlecomer Co Kilkenny
Uimhir rolla / Roll number	91360T

Date of Evaluation: 22-05-2018



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 was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

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 did not meet the requirements in relation to 1 above and therefore was not fully compliant with the checks undertaken. However, the school has subsequently furnished evidence of compliance with this requirement.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE-MLL</p> <p>Date of Inspection: 14 October 2015</p> <p>Report Published</p>	<p>Date of Inspection: 22-05-2018</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 senior management team • Interview with subject co-ordinator • Interview with relevant teachers • Review of school documentation and records and students' work • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board of management should identify more clearly the timeframes, personnel, and resources required to progress its priorities in terms of school development planning.</p>	<p>Very good progress</p> <p>A new three year improvement plan 2017-2020 is now in place and information technology has been updated and expanded to include the development of an intranet and the purchase of tablets to support school development planning. The recently established school improvement committee is now more embedded into the life of the school. The duties assigned to the new posts of responsibility that have been granted to the school are aimed at meeting the needs of the school in terms of leadership of teaching and learning.</p>
<p>With respect to the teaching and learning initiatives underway in the school, the next step should be to reflect, consolidate and ensure that what has been learned is applied consistently in the classroom.</p>	<p>Very good progress</p> <p>A number of initiatives have been undertaken to ensure ongoing reflection on teaching and learning. The teaching and learning charter developed for the school has been included in the student journal. The introduction of teach-meet sessions with the local primary school and work with another post-primary school in the county have also resulted in ongoing reflection and consolidation of initiatives. There was good evidence to indicate that what has been learned in terms of teaching and learning is being applied in the classroom. Highly effective teaching and learning was observed in the lesson evaluated. A meeting with a focus group of students indicated that active methodologies are used throughout, including think, pair, share activities, group work, note making and graphic organisers. Teachers tell students how they can improve and they give students useful feedback after tests. Teachers are also expected to include two assessment for learning statements in their comments on student progress each term.</p>
<p>Subject plans should be developed as</p>	<p>Very good progress</p>

<p>working documents with schemes of work based on learning outcomes, resources, and methodologies.</p>	<p>Junior Cycle reform and the new specifications have resulted in the need to plan afresh for the subjects already introduced. Teachers have embraced planning for the new junior cycle specifications and they are developing curricular plans incrementally in line with the guidelines. These have been uploaded onto shared folders. Teachers are also facilitated as subject departments to meet weekly for professional planning time. This is good practice</p>
<p>A more systematic formal review of implementation of the recommendations from inspections should be implemented.</p>	<p>Very good progress</p> <p>The practice has been established whereby each subject department meets with the senior management team at the end of each year. The board of management maintains oversight on progress relating to inspection recommendations through the reports given by the principal.</p> <p>The board of management has also received a presentation from the principal on the Looking at our School Framework. This initiative supports greater understanding by members of the board of the context for inspection findings and recommendations.</p>
<p>The next steps in the school improvement initiatives already in place should include the establishment of success criteria in order that progress can be formally reviewed at appropriate intervals.</p>	<p>Good progress</p> <p>The school has combined its full range of vision statements into three core beliefs around learning:</p> <ul style="list-style-type: none"> • The process of learning is different for each person, • Deep learning requires revision, reflection and making sense of information • Effort to learn is more important than ability to learn. <p>These core beliefs have been shared with the students and there was evidence in the lesson observed, in the discussion with the student focus group and in the undertaking of student and parent surveys that these principles dictate classroom practice. Senior management and staff should now progress to using a range of objective success criteria such as state examination results to evaluate the success of these praiseworthy initiatives.</p>
<p>Summary of findings</p>	
<p>Good or very good progress has been noted in the implementation of all of the recommendations. There was evidence to indicate that the culture of ongoing school improvement has been well embedded into teachers' work and engagement with professional development and practice.</p>	
<p>Recommendations</p>	
<p>No further recommendations arise in relation to the recommendations in the original report.</p>	

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.