

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

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| Ainm na scoile/ School name | Coláiste Cholmcille |
| Seoladh na scoile/ School address | College Street Ballyshannon County Donegal |
| Uimhir rolla / Roll number | 91506V |

Date of Evaluation: 26-04-2018



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 number 1 above insofar as the Child Safeguarding Statement was not displayed as necessary; therefore, the school was not fully compliant with the checks undertaken at the time of the inspection visit. However, the school has subsequently furnished evidence of compliance with this requirement.

**This inspection did not involve visits to teachers, but teachers who were interviewed reported that they had read the Child Safeguarding Statement and were aware of their responsibilities as mandated persons.*

Follow-Through Inspection

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| <p>ORIGINAL INSPECTION DETAILS</p> <p>Type: Whole-School Evaluation Management, Leadership and Learning</p> <p>Date of Inspection: 12 May 2016</p> <p>Report Published: Yes</p> | <p>FOLLOW-THROUGH INSPECTION DETAILS</p> <p>Date of Inspection: 26 April 2018</p> |
| <p>Follow-through inspection activities</p> | |
| <p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with the senior management team • Interview with relevant staff • Review of school documentation • Interaction with students | |
| <p>Recommendation in original inspection report</p> | <p>Progress achieved to date on implementation of recommendation</p> |
| <p>The board, in collaboration with the relevant stakeholders, should agree a list of whole-school priorities to be achieved in the short, medium and long term; action plans that support the achievement of each priority should be included in the school plan and progress reviewed regularly.</p> | <p>Good progress</p> <p>Good progress has been made in the implementation of this recommendation. The board, in collaboration with relevant stakeholders, agreed a list of six whole-school priorities. The priorities are included in the school improvement plan and this plan is shared with all staff through the schools online shared platform. A number of strategy teams, such as the learning environment team, have been formed to progress each priority. To date, effective progress has been made by each team. To further progress this recommendation, each team should develop an action plan to monitor on-going progress in each priority.</p> |
| <p>Management should ensure that the allocation of resources for the provision of supports to students with additional learning needs is in accordance with directions provided in Department circular 70/2014.</p> | <p>Good progress</p> <p>Since the original WSE-MLL was completed, circular 70/2014 has been superseded by circular 14/2017. School management has made good progress in advancing this recommendation. Appropriate systems have been put in place to ensure that all students benefit from the school's allocation to the greatest extent possible. A smaller core team has been established and systems for sharing and communicating appropriate information about students and their needs have been formalised. However, at the time of this evaluation a number of hours allocated for the provision of supports to students with additional educational needs was not allocated by management for their intended purpose. There is scope to continue to review the provision of supports for students with additional needs.</p> |

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| <p>As a means to further enhance the good teaching and learning practices evident in the school, the formation of a teaching and learning committee to lead developments in a whole-school adoption of key pedagogic practice, to include student-centred active methodologies, would be worthwhile.</p> | <p>Very good progress</p> <p>Very good progress has been made in implementing this recommendation. A teaching and learning committee was formed following the WSE-MLL. The committee meets regularly. The committee is leading key pedagogic practices such as eLearning and active learning methodologies for the classroom. A significant number of surveys was completed to inform this work. The committee has developed a systematic and integrated approach to staff development that focuses on the professional learning of teachers. This was evident in the good communication systems in place, such as the staff noticeboard and inputs given during staff meetings. Commendably, a pilot project involving three subject departments is underway using planning templates designed by the committee to support the key pedagogic practices advanced by the team such as <i>classroom screen</i>. The committee is commended for their engagement in the work completed to date and for the plan of work which is being implemented in the next academic year.</p> <p>During this inspection, students spoke of the many student-centred methodologies experienced in classrooms and how learners have ownership of their own work.</p> |
| <p>Summary of findings</p> | |
| <p>Good or very progress has been made in relation to the recommendations from the original report. Commendably, senior management, the board and staff have worked steadily to implement all of the recommendations.</p> | |
| <p>Recommendations</p> | |
| <ul style="list-style-type: none"> • The continued development of action plans by the strategy teams, to monitor the advancement of each whole-school priority identified by the board of management, is recommended. • School management should continue to review the provision of supports for students with additional needs. | |

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| 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. |