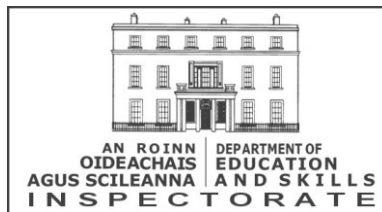


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Coláiste Chathail Naofa
Dungarvan, County Waterford
Uimhir Rolla: 72220T

Date of inspection: 20 May 2016



Date of original inspection¹	13 November 2013	Type of original report	WSE-MLL	Date of FT inspection	20 May 2016
Report published	Yes				
Follow-through inspection activities					
<i>The following activities took place in the course of the follow-through inspection</i>					
Meeting with principal Meeting with recently-appointed deputy principal Meeting with teacher nominees on board of management Meeting with relevant teachers Observation of teaching and learning Interaction with pupils/students					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
The board of management should establish improved student attainment as its overarching priority and develop a statement of strategy in this regard.		Good progress, The issue of student attainment is on the agenda of all board meetings. A series of whole-school expectations have been developed; linking the code of behaviour with attainment, introducing an annual awards night and establishing a Transition Year (TY) programme for the current third-year student cohort. Study skills have been provided for all students. Students' progress is to be tracked from entry into first year and teachers are working to reduce the uptake of foundation level in Junior Certificate. Provision for students with special education needs has also been revised. Improved attainment was reported for the current academic year and there has been an increase in student enrolment for the forthcoming school year.			
The principal should adopt a stronger leadership role in order to effectively progress the school's priorities.		Partial progress, The principal reported that there is improved communication with the general body of staff and a number of improvements has been effected. His work in leading staff and students involves embedding the concept of being the best one can be into the life of the entire school community. This requires more long-term action planning than the fixed-term interventions which have already been implemented.			
School management is encouraged to establish a representative staff council to act in an advisory capacity in matters relating to school improvement.		Good progress, Senior management decided on the formation of different committees instead of a representative staff council. Three committees were formed and have met, but not consistently. Many teachers are working informally using their individual areas of expertise to effect change and improvement. However, discussion with key members of staff indicates the need for a more long-term approach and follow-through strategies to address the challenges inherent in some of the decisions made in order to ensure their success and sustainability.			
Assessment for learning (AfL) strategies, differentiation and the tracking of student progress should be prioritised in order to ensure that all students reach their full potential.		Partial progress, A whole-school initiative of ensuring that students use their journals to record homework and monitor progress was introduced. However the initiative has not been sustained. A check and connect process whereby teachers volunteer to mentor and track students' progress is currently being instigated. Observation of teaching and learning in two lessons indicated very good practice in one lesson regarding the use of active methodologies and AfL strategies to support improved student engagement and attainment, while very limited progress in this regard was noted in the other lesson.			

¹ Date on cover of original inspection report

Summary of findings

Good progress has been noted in a number of areas and the evidence presented on the day indicates strong commitment by all members of the school community to progressing the school improvement agenda. However, the full implications of some of the initiatives introduced have not been sufficiently planned for. Further consultation and action planning with the other members of the senior and middle management teams are needed to progress overall leadership of learning and the implementation of the vision for the future of the school

Recommendations

School management and staff should investigate further the long-term implications of introducing an optional TY programme for the continued viability of the Leaving Certificate Applied programme, which has to date been meeting the needs of many students in the school. School management should also reconsider the introduction of a representative staff council for the purpose of reviewing and unifying the work of the different committees into one coherent and overarching initiative. School management should also progress whole-school in-service on assessment for learning and differentiation to ensure the centrality of teaching and learning in the overall school improvement agenda.

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

Part A Observations on the content of the inspection report

The Board of Management of Coláiste Chathail Naofa welcomes this report which recognises that the Board is committed to improving attainment in the college with the introduction of its attainment strategy. Measures of the strategy included the introduction of transition year, academic student tracking and the annual academic awards night.

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 school has developed a three point plan to implement the findings of the report.

1. In line with our School Improvement Plan and attainment strategy, the main focus of morning tutor time will now be used to improve attainment by ensuring that all students use their journals to record homework and to monitor progress in assessments.
2. The school will introduce a representative staff council made up of the assistant principals and senior management to ensure that there is strategic long term planning. The school will make more structured use of the Croke Park meetings with the introduction of planning committees where all staff will be included. These committees will feed back to the representative staff council.
3. There was a Teaching and Learning Committee set up in April made up of members of staff who have attended the Instructional Leadership course run by the ETBI. These staff members have started a new initiative for all staff to trial two new teaching methodologies in the first term and there will be a feedback session in October. In addition, three teachers have volunteered to become "Facilitators of Teaching and Learning" in our college. This is part of a WWETB -wide initiative to strategically examine teaching and learning across our colleges and centres and to build a Professional Learning Community. Our staff will be given the opportunity to foster links with teachers in other colleges and share ideas and resources. The first step in this process is attendance at 3 separate conference days, delivered by the educationalist Mike Hughes. This initiative will further enhance and complement the work already being carried out by teachers who have attended Barrie Bennett's "Instructional Leadership" training.