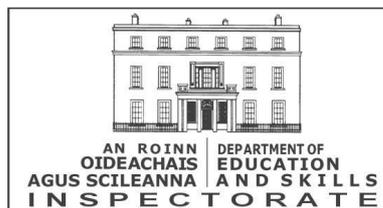


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Loreto Secondary School,
Granges Road, County Kilkenny
Roll number: 61580P

Date of inspection: 8 September 2015



Date of original inspection¹	15 January 2014	Type of original report	WSE-MLL	Date of FT inspection	8/9/15
Report published	Yes				
Follow-through inspection activities					
<p><i>The following activities took place during the course of the follow-through inspection</i></p> <p>Meeting with principal and senior management team Meeting with members of the in-school management team or subject coordinator Meeting with relevant members of staff Review of school documentation and records and pupil's/students' work</p>					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
School management should ensure full compliance with the Time in School Circular Letter M29/95 and ensure full compliance with Relationships and Sexuality Education (RSE) Circular Letter 0027/2008.		<p>Very good progress</p> <p>The school is now compliant with Time in School Circular Letter M29/95 and Relationships and Sexuality Education, Circular Letter 0027/2008 (RSE).</p>			
Senior management in their overarching role as leaders of staff should establish working groups of members of staff to coordinate and lead future initiatives within the school relating to identified priorities.		<p>Very good progress</p> <p>At a whole staff meeting, senior management facilitated the identification of school priorities. Arising from this collaboration, nine planning groups were formed comprising of teams of teachers with an assistant principal leading each area. Feedback from each of the planning groups was shared with teachers during a whole staff meeting.</p> <p>To further support devolved leadership, plans are in place to continue with this arrangement in the coming year. This should ensure that planning groups have an opportunity to develop action plans to progress identified priorities.</p>			
In the context of curricular reform and examining new ways of curriculum delivery, senior management should review the deployment of available teaching resources.		<p>Good progress</p> <p>Management has introduced some new subject areas at senior cycle and has reduced the number of study periods on the timetable. However, continued efforts should be made to ensure that study periods are eliminated from the school timetable. In addition, an appropriate programme of Relationships and Sexuality Education (RSE) has been developed and is being delivered to sixth-year students. Furthermore, plans are in place to continue with a review of the school timetable. Management decided to delay any changes so that the Junior Cycle reform requirements could be incorporated into any timetabling adjustments.</p>			
The provision of special education needs (SEN) requires attention in order to ensure that the allocated resources are being used for the intended recipients and that the models of provision are broadened through, for example, team teaching.		<p>Very good progress</p> <p>Significant progress has been achieved in the area of special education needs. The principal now incorporates SEN requirements into the whole-school timetable. The models of provision have been reviewed and team teaching has also been introduced, which augments one-to-one withdrawal and small-group provision.</p>			
Summary of findings					
Very good progress has been achieved in three of the four key recommendations arising from the January 2014 WSE-MLL. The school is now compliant with Time in School Circular Letter M29/95 and, Relationships and Sexuality Education Circular Letter 0037/2008. The model of provision and timetabling arrangements of SEN have been reviewed and overhauled. Working planning groups have been established to progress identified school					

¹ Date on cover of original inspection report

developmental priorities. Assistant Principals have been provided with the opportunity to lead each of the planning groups thereby promoting and developing devolved leadership opportunities. In order to further progress the review of the school timetable, one of the planning groups (Curriculum) is exploring how the school's curriculum can be delivered through forty minute class periods.

In addition to the progress on the key recommendations outlined in the WSE-MLL report, teachers' continuing professional development and subject department planning have also been further developed and progressed.

Recommendations

No further recommendations arise in relation to the recommendations in the original report.

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.