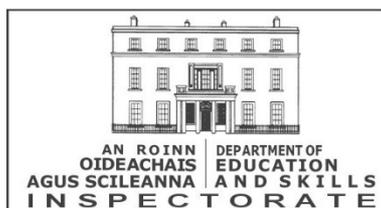


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Drogheda Grammar School
Drogheda
County Louth
Roll number: 63870L

Date of inspection: 28 March 2014



Date of publication/issue of original report	8 April 2011	Type of original report	<i>WSE</i>	Date of FT inspection	28 March 2014
Follow-through inspection activities					
<p><i>The following activities took place in the course of the follow-through inspection</i></p> <p>Meeting with senior management team and chairperson of the board of management Meeting with selection of middle management team Review of school documentation</p>					
Recommendation in original inspection report			Progress achieved to date on implementation of recommendation		
<p>The level of communication needs to be improved between the following partners; between the board of directors and the board of management; between the board of management and the staff and parents; and between the principal and staff</p>			<p>Good progress</p> <p>The board of management includes five of the six members of the board of directors and thus communication is strong between both groups. Communication has improved between the board of management, staff and parents but there is further scope for development. For instance, an official agreed report arising from all board meetings should be provided to staff and parents. Communication between the principal and staff has improved.</p>		
<p>The board of management, senior management and all staff must work collectively and adopt a consistent approach to the implementation of the code of behaviour and pay particular attention to the improvement of punctuality among students and staff. All staff members should recognise the importance of modelling good timekeeping and be professionally responsible in this regard</p>			<p>Good progress</p> <p>During this inspection, issues in respect of punctuality only were addressed. At the time of the original evaluation, school management permitted a number of students to arrive twenty minutes late every day. While the rationale for condoning this behaviour was linked to transportation scheduling difficulties, the result was an inconsistent approach to punctuality. This has been addressed and all students are now expected to attend school in time for the commencement of the first lesson. Concerns regarding staff punctuality were addressed by senior management at staff meetings where all teachers were reminded of their professional obligations in this regard. Senior management has followed up on individual cases where necessary.</p>		
<p>Senior management should review the respective roles and responsibilities of both principal and deputy principal to ensure that educational leadership is prioritised as a core aspect of the principal's work.</p>			<p>Good progress</p> <p>Members of the senior management team have realigned their duties so that increased time is spent on instructional leadership. This has led to positive outcomes which include the following: staff are provided with opportunities to share information arising out of in-service activities; teaching and learning is regularly discussed; post holders now present a report at the end of the academic year to senior management; various committees have been established to promote improvement in the areas of literacy, numeracy and junior cycle; and the schedule of posts of responsibility was reviewed which, in turn, has enhanced the level of support for senior management and students.</p>		
<p>A comprehensive analysis of the school's performance in the certificate examinations against national norms should be carried out each year in each examination subject area.</p>			<p>Partial progress</p> <p>No decision has yet been made to require all subject departments to conduct an analysis of performance in certificate examinations. Some subject departments have undertaken this work but the majority have not.</p>		

<p>Senior management should now conduct an audit of the training needs of staff in the area of special educational needs (SEN) and address these needs. The school should now adopt a strategic approach to the implementation of learning arising out of all CPD events</p>	<p>Very good progress Due to a realignment of the duties of the co-ordinator, more time has been made available to co-ordinate the SEN department and to provide support to staff, where necessary. Teachers have availed of the professional expertise of the SEN co-ordinator in the context of their work with students with special educational needs.</p>
<p>Summary of findings</p>	
<p>Overall, good progress has been made by the school in the implementation of recommendations made in the original WSE report. The level of engagement by the board, senior management and staff is to be commended.</p>	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • In order to improve communication between the board, staff and parents, an agreed report should be provided to the staff and parents following all meetings. • The board and senior management should now ensure that all subject departments conduct an annual review of attainment in certificate examinations in order to identify trends and to establish targets for improvement. 	

The board of management 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

Accepted.

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 school has appointed a new Principal. There have been other changes in the school structure which will facilitate the implementation of the recommendations.