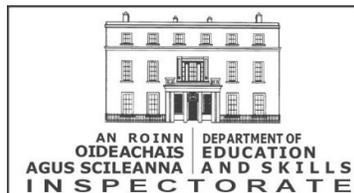


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Tullow Community School,
Tullow, Co. Carlow
Roll number: 91356F

Date of inspection: 17 December 2015



Date of publication/issue of original report	29 November 2012	Type of original report	WSE-MLL	Date of FT inspection	17 December 2015
Follow-through inspection activities					
<i>The following activities took place in the course of the follow-through inspection</i>					
Meeting with principal Meeting with members of the in-school management team Meeting with relevant teachers Observation of teaching and learning Interaction with students Review of school documentation and records and students' work					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
In the context of senior management's commitment to devolved leadership, post-holders' duties should be examined to afford assistant principals (AP) more opportunities for active leadership within a middle management structure.		Good progress, The significant building issues that arose in the school after the WSE-MLL resulted in some delay in progressing this recommendation. However the recent completion of this building has now enabled senior management to refocus attention on affording assistant principals more opportunities for active leadership within a middle management structure. Assistant principals reported that they recognised the need to move forward, to progress beyond issues of discipline and to create a school where all students can aspire to reaching their full potential. Senior management reported that assistant principals have actively embraced their new middle management roles and this is having a positive impact.			
Teachers should develop collaborative schemes of work to ensure that subject plans serve as working documents supporting best practice in the classroom.		Partial progress While improvements were noted in some subject plans, there is still scope for development in a number of subject plans. This is where planning has focused on curriculum content rather than on schemes of work which outline the learning outcomes to be achieved and the relevant methodologies and assessment protocols to achieve them.			
Consideration should be given to clustering the identified priorities relating to teaching methodologies, student behaviour and attainment and to progressing them in tandem.		Very good progress Work has progressed well in this area since the WSE-MLL. There is now greater consistency in the implementation of the code of behaviour. Year heads reported improved student behaviour and this has enabled all teachers to focus on improving attainment. A number of initiatives have been introduced including study skills, mentoring for sixth-year students, mid-term reports, first-year student awards and revision courses for examination students. A meeting with a student focus group acknowledged these improvements and they were positive about the changes introduced since the evaluation.			
Teaching methodologies and assessment practices should be directed at ensuring active learning and improved attainment.		Partial progress, There was variation in the quality of teaching and learning in the lessons observed. While active learning was evident in some lessons, there were others which continued to be teacher led and where students, while compliant, were passive participants.			
Summary of findings					
There was evidence of very positive changes in the school arising from the recommendations in the WSE-MLL report. A number of whole-school initiatives have been implemented and the benefits of these initiatives were acknowledged by the focus group of students. There is still scope for development in subject planning and in teaching and learning in the classroom.					
Recommendations					
Further initiatives are required in order to bring about greater improvement in subject planning and teaching and learning. Initiatives such as assessment for learning strategies referred to in the body of the report should be considered in order to bring changes in teaching and learning in tandem with improvements achieved in other aspects of school management.					

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

Part A: Observations on the content of the inspection report

From the perspective of the Board, there are some very positive and objective findings in the inspection report. The Board is pleased that the report recognizes the good work that was done by the staff in the area of teaching and learning during the major development work that took place in the past three years as this proved a very challenging, disruptive and busy time for all in the school.

However now that the major building work has been completed the school is looking forward to engaging its energies on working areas of teaching and learning as identified in this report.

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 Board is pleased that the senior management's commitment to devolved leadership has been recognized and has been identified as making good progress in this area. This is particularly noteworthy when it is considered in the context of reduced posts of responsibility. It is also pleasing that the report recognizes the very good progress in the area of advancing teaching methodologies.

The school is undergoing a continued focus and training in the area of teaching and learning with a view to continuing to provide a quality education to the students within our community.