

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

REPORT

School name	Margaret Aylward Community College
School address	The Thatch Road Whitehall Dublin 9
Roll number	70321P

Date of Evaluation: 14-11-2019



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

How to read this report

During this inspection, the inspectors evaluated and reported under the following headings or areas of enquiry:

1. Quality of school leadership and management
2. Quality of teaching and learning
3. Implementation of recommendations from previous evaluations
4. The school's self-evaluation process and capacity for school improvement

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

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.

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.
4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.
5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017.
6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing).
8. Child protection records are maintained in a secure location.

The school met the requirements in relation to each of the checks above.

WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING

Dates of inspection	
Inspection activities undertaken <ul style="list-style-type: none"> • Meeting with the CDETБ director of schools and CDETБ representative • Meetings with principal and deputy principal • Meetings with key staff • Review of relevant documents • Student focus-group interview 	<ul style="list-style-type: none"> • Meeting with a parent • Analysis of parent, student and teacher questionnaires • Observation of teaching and learning • Examination of students’ work • Interaction with students • Feedback to senior management, director of schools (CDETБ) and teachers

School context

Margaret Aylward Community College is a post-primary girls’ school operating under the trusteeship of the City of Dublin Education and Training Board (CDETБ). The school participates in Delivering Equality of Opportunity in Schools (DEIS), the action plan of the Department of Education and Skills for educational inclusion. In addition to the Junior Cycle and Junior Certificate Schools Programme, the school offers the established Leaving Certificate and the Leaving Certificate Applied (LCA). There is a compulsory Transition Year (TY) programme. The current school enrolment is 148 students.

Summary of main findings and recommendations:

Findings

- The quality of school leadership and management is weak; there are deficits in key areas of leadership including the lack of a functioning board of management, strategic curriculum planning, deployment of teachers and provision for students with additional needs.
- Management and staff are committed to providing a caring environment and a good range of curricular programmes are provided; however, systems that support students to fully realise their potential require development.
- The overall quality of teaching and learning in the lessons observed was satisfactory, with a significant variation noted between individual lessons.
- The hours provided to the school to support students with special educational needs (SEN) are not appropriately used in their entirety or in a sufficiently targeted manner to support students with additional needs effectively; planning and co-ordination of SEN provision require review.
- The absence of effective communication, consultation and collaborative practices is impacting on the quality of learner experiences and outcomes in the school.
- The quality of the school self-evaluation (SSE) process is fair; the potential of the DEIS planning process has not been fully realised and recommendations from previous evaluations have not been fully implemented.

Recommendations

- CDETБ should ensure, as a matter of urgency, that an appropriately constituted board of management is fully operational and that all necessary supports are provided to enable the board to effectively carry out its governance and strategic leadership role.
- The range of teaching and assessment approaches used in lessons should be extended to fully support the diversity of student learning needs; the potential of the DEIS planning process in developing learner experiences and in ensuring that expectations for achievement are sufficiently high needs to be fully exploited.
- All resources provided to the school to support students with SEN should be used in accordance with circular letter 14/2017 and the associated guidelines; all aspects of planning for SEN should be reviewed in order to ensure that all students are enabled to reach their full potential.

- The effectiveness of the school's systems for communication, consultation and collaboration should be assessed, including a review of the operation of core teams and subject departments; the value of developing a curriculum advisory team to support strategic action-planning should also be considered.
- The board of management should oversee the development and implementation of a more strategic DEIS planning process, underpinned by highly effective data analysis and more robust monitoring procedures and should monitor carefully the implementation of previous inspection recommendations.

DETAILED FINDINGS AND RECOMMENDATIONS

1. QUALITY OF SCHOOL LEADERSHIP AND MANAGEMENT

The quality of school leadership and management is weak. There are deficits in key areas of leadership including the lack of a functioning board of management, strategic curriculum planning, deployment of teachers and provision for students with additional needs. Aspects of the operation of school governance require immediate attention.

Leading learning and teaching

The school is welcoming of all students. School management is committed to developing the learner experience in the school. All staff place a high priority on supporting students' welfare. However, there is a lack of planning to support on-going developments in teaching and learning at whole-school level. A strategic, cohesive approach to embedding highly effective classroom practices is required. Consideration should be given to developing a teaching and learning group to identify key pedagogical priorities for improvement and to work collaboratively with teachers to develop provision for students. Priorities identified should be clearly linked to specific targets in the school's DEIS plan.

The overall quality of planning and provision for curriculum programmes is fair and a more collaborative and strategic approach to managing curriculum-related change is needed. Students have access to a good range of programmes. There is a need to re-examine the implementation and organisation of several elements of curricular provision. The board should establish an advisory group to oversee strategic action planning for future curriculum provision; consultation with teachers, parents and students and a focus on improved student experiences and outcomes should underpin this work.

The senior management team recognises the value of continuing professional development (CPD). A number of gaps in areas essential to supporting high quality implementation of curriculum programmes including effective embedding of the revised junior cycle framework need to be addressed. The board of management needs to oversee an audit of staff training needs, review current protocols for engagement with CPD and develop a policy to address any deficits identified. A more strategic approach to sharing practice from CPD would also prove beneficial.

At junior cycle, students are exposed to elements of the JCSP programme and some very good learning experiences are organised by the school's librarian. A very well-equipped library is the hub for a range of well-considered activities. Over the course of the evaluation, there was limited evidence that the JCSP programme is being used effectively to enhance students' experience of success across subjects. JCSP provision should be re-evaluated to ensure that students benefit optimally from the programme.

Retention of students beyond junior cycle has been identified by the school as a significant area of challenge and concern. A number of elements of provision warrant review with a view to improving retention including the impact of a compulsory TY. Some issues with respect to the established Leaving Certificate were evident including low uptake of higher level subjects. The LCA programme is well-subscribed although there is scope to review the curriculum to provide for more meaningful learning opportunities. Senior management and teachers should collectively examine and develop the design and quality of all senior cycle programmes with a view to enhancing students' experiences, outcomes and improving retention rates.

A more effective tracking system that monitors students' academic progress is required. There is significant scope to use school assessment and attainment data more rigorously to support action planning for improved learner outcomes and experiences. School management should develop an evidence-based tracking system that makes full use of baseline data to monitor student progress and support action planning for improvement at whole-school and subject-department levels.

A substantial proportion of the hours provided to the school to support students with SEN is not used appropriately. The majority of the hours that are being used to provide support are not used to provide sufficiently targeted interventions to support students' needs effectively. SEN provision should be planned for in accordance with circular letter 0014/2017 and the *Guidelines for Post-Primary Schools-Supporting Students with Special Educational Needs in Mainstream Schools* and should be co-ordinated to ensure that they are skilfully aligned to the identified needs of students.

All members of the school community identified caring relationships as a key strength and several good supportive structures are in place. Tutors and year heads play key roles in the management of students' needs and it is commendable that the year heads have attended appropriate CPD. A new student support team has recently been established; however, there is not sufficient shared understanding of the systems of referral amongst teachers and this needs to be reviewed.

Managing the organisation

At the time of the evaluation, there was no board of management in operation. The school patron needs to ensure effective systems are in place to support continuity between outgoing and incoming boards of management and should, as a matter of urgency, ensure that an appropriately constituted board is in operation to work with the principal and staff. A number of policies are in need of review and development. The new board should develop a sufficiently rigorous mechanism for developing and updating policies.

There is an evident need for greater cohesion and communication between the patron, the board of management, senior management and teachers. The ETB is making arrangements for CPD for the incoming board to ensure their governance role is fulfilled effectively. Evidence suggests a need for the board to strengthen procedures for reporting on its leadership role to parents and teachers. The new board needs to develop robust procedures to support its oversight role in leading and managing the school and for communication with all stakeholders.

The current senior management team was appointed in 2018. Further refinement of their roles is necessary to develop and strengthen their pedagogic and strategic leadership functions and their capacity to lead and manage the necessary changes required within the school. The principal and deputy principal have engaged with some relevant CPD; however, consideration should now be given to accessing CPD specifically designed for senior management to develop their pedagogic leadership and strategic management functions in the school.

At the time of the evaluation, over half of the middle-management posts were vacant and this has an evident negative impact on the smooth operation of the school, the effective distribution of leadership and, on teachers' morale and sense of ownership of recent deployment and curricular developments. All posts should be filled as a matter of priority following a review of the full post schedule so that the potential of the school's middle management structure is fully realised. Additionally, procedures need to be established to review annually the operation of the duties attached to posts to support the optimal development of the school.

There were evident issues with elements of the deployment of staff; there was a negative impact on the quality of provision in the lessons observed where teachers taught a subject that was not an area of specialism for them. There is good expertise among teachers in the SEN department and this is not utilised optimally. Analysis of timetables suggests that there is spare capacity on some teachers' timetables that could be utilised to improve provision generally and support students more effectively. These issues along with other anomalies relating to the deployment of teachers should be addressed as a priority.

There is very limited guidance timetabled for students, due in part to staff vacancies which have not been filled, despite management's best efforts. Management needs to ensure that adequate

support is available in the areas of guidance and counselling. Guidance should be developed as an effective mechanism to support students to have higher expectations for their progression as part of a cohesive whole-school approach to raising expectations for success.

Both attendance and punctuality are areas for concern with obvious negative effects on student learning. Attendance data generated should be used as a starting point in a thorough examination of all aspects of school provision and student experience so that any school-related barriers to participation can be identified and addressed. Additionally, there is a need to review the effectiveness of systems which support continuity of learning for students who miss lessons.

Leading school development

There is an urgent need for the development of a clear, appropriate and well-communicated guiding vision for the school. There is little evidence that the patron, the board of management, senior management and staff share an over-arching vision that empowers and inspires all stakeholders to have the highest expectations for all learners. There is a need to proactively and consultatively establish a guiding vision for the long-term development of the school and to identify specific, strategic actions to bring this vision to realisation.

The absence of effective communication, consultation and collaborative practices is impacting on the development and quality of programmes in the school. While good collaborative practice was evident in a minority of subject plans, there is obvious scope for greater cohesion between teachers for planning generally. The effectiveness of the school's systems for communication, consultation and collaboration should be assessed, including a review of the operation of core teams and subject departments.

While no formal parents' association is in place, the school benefits from a small group of dedicated parents who meet regularly at the school. The parents have provided a useful forum for parental input into policy development; however, the number of parents attending has diminished significantly in the past year. It is recommended that the home-school-community liaison role be reviewed to more effectively support the development of productive relationships with parents.

Developing leadership capacity

In the absence of an established middle-management structure at the school, the current senior management team has set up a number of in-school teams. Some staff have been assigned coordination duties for curriculum programmes; however, there was some lack of clarity regarding the responsibilities attached to these roles. There was also a dearth of recent engagement with relevant CPD to support effective coordination. Senior management should ensure that teachers have access to CPD to enable them to fulfil assigned responsibilities effectively. There is a general need to develop a more effective distributed leadership model to motivate and enable teachers' leadership in key areas.

The school recognises the value of student input into decision making on matters relating to school life. The principal re-established the student council this year and students in the focus group were generally positive about the effectiveness of their voice in bringing about change. There is scope now, using DEIS planning processes, to further harness the students' views to bring about improved student experiences and outcomes.

2. QUALITY OF TEACHING AND LEARNING

The overall quality of teaching and learning in the lessons observed was satisfactory, with a significant variation noted between individual lessons. While some good practice was noted in a significant minority of lessons, the teaching and learning approaches adopted in the majority of

lessons did not fully support the diversity of students' learning needs. There is a need to extend the range of teaching and assessment approaches used and to develop differentiated practice to provide for consistently high quality learner experiences and outcomes.

A programme of collaborative planning for teaching and learning which is informed by CPD and supported by a system that facilitates the embedding of highly effective practice should be put in place to ensure that all classroom experiences are fully effective in facilitating deep learning and in enabling all learners to make meaningful progress. The DEIS planning process and teachers' collaborative planning time should be used to support this work.

Learner outcomes and experiences

Overall, interactions among students and between students and teachers were respectful and positive. Students responded well when the expectations for learning and the boundaries for acceptable behaviour were implemented consistently. In a number of lessons however, occurrences of low-level disruptive behaviour were noted. In a small number of instances students did not demonstrate high levels of interest in lesson content, disengaged from tasks and productivity was not optimal. Students responded very positively in lessons where the range of teaching approaches used enabled them to meaningfully engage with and reflect on the lesson content. Whole-school strategies for promoting positive student engagement with learning need to be further embedded in classrooms.

Almost all lessons had a sufficiently clear focus and learning intentions were shared with students from the outset. In a significant minority of lessons, the learning intentions were too general or lacked clarity, and were not revisited effectively to assess progress. In many lessons, specific expectations for learning were unclear; resulting in lessons being overly-focused on the delivery of content, rather than on specific learning outcomes for the students. Teachers should share very clear and specific learning intentions which actively build on students' prior learning or interests, and revisit the intentions during the lessons to assess and consolidate learning.

In some lessons deliberate efforts were made to facilitate active learning. Learning was effective when the group work was well managed and the tasks assigned were meaningful and appropriately challenging. In some lessons group work was not productive in supporting meaningful learning. When planning group work teachers should ensure that it is well planned in terms of the roles assigned and the facilitation of a plenary session. The task should be sufficiently challenging and meaningful to support deep learning for all students. Further consideration should also be given to using resources such as graphics organisers to enable students to record their learning from group tasks.

The effectiveness and implementation of DEIS targets in supporting students' literacy and numeracy need to be reviewed as effective strategies for literacy were evident in only a small number of lessons. Some classrooms had very good print-rich displays; there is scope to extend this practice. In all classrooms quality student work should be displayed alongside subject-specific material to celebrate students' achievements and promote high expectations for learning.

In a number of lessons observed, there was an over-reliance on text-based learning with teachers reading text and students transcribing information from the board. This impacted on overall progress and learner outcomes in lessons, as students spent considerable time transcribing notes, rather than actively engaging with lesson content. Given the range of student needs and learning styles evident in all lessons, a wider range of teaching approaches is needed to facilitate active and experiential learning.

Support for students with SEN within mainstream lessons was unsatisfactory in the majority of lessons observed. There was lack of appropriate differentiation. In a significant number of lessons there were students with identified needs and the primary responsibility for their learning rested with the SNA which is not appropriate or in line with circular letters 30/2014 or 14/2017. In some instances these students did not engage fully in lessons activities or they were completing tasks not aligned to the content of the lesson being observed. Teachers should plan lessons in a manner which meets the learning needs of every student in the class. A greater level of understanding of individual student's needs and how these needs can be supported effectively at subject-specific level need to be developed.

Expectations for student achievement varied across the lessons visited and there is a need for the school to develop a stronger culture of appropriately high expectations for student achievement. In lessons where appropriately high expectations permeated, the students responded very positively and made good progress. Good learner outcomes were noted when expectations for the maintenance of student journals, copybooks, and for the completion of written work were established; however, the quality of students' completed work varied in lessons. A review of students' journals and copybooks indicated that teachers are not always consistent in assigning and monitoring homework. A consistent whole-school approach to the maintenance of high expectations in these areas is required.

The JSCP subject-specific statements are being underutilised in the school as a means of enabling students to reflect on, assess and recognise their progress. JSCP statements as well as the LCA key assignments should be used an integral part of teaching and learning to enable students to actively reflect on their learning and enable them to break down course content into manageable components.

Teachers' individual and collective practice

Lessons were generally well prepared with a range of resources developed in advance, though some variation was apparent. In a few lessons the absence of adequate lesson planning impacted negatively on the overall quality of student outcomes and experiences. There needs to be a greater focus in lesson planning on how incremental learning is facilitated and assessed. The planned teaching and assessment approaches should be clearly aligned to learning intentions which reflect a developmental approach to student learning.

The quality of lesson structure and design had a significant impact on students' outcomes and experiences in the lessons observed. Good quality learning was noted in instances where the teaching approaches enabled students to make meaningful links with prior learning or their experiences. In a majority of lessons, a whole-class approach to teaching and learning prevailed, with the same content and tasks delivered to all students in the same way. Further attention should be given to planning for differentiation of instruction and tasks, based on students' individual needs and strengths.

Highly-effective student engagement was observed when a balance was achieved between teacher and student voice. However, lessons were predominately teacher-led and this led to learners passivity and limited opportunity to deeply engage in meaningful learning. Visual approaches were underutilised as a means of deepening students' understanding and interest. Teachers should reduce the level of instructional teaching and engage students more in the learning process.

Formative assessment practices were under-developed in the majority of lessons observed. Teachers' questioning of students was the main form of in-class assessment; lower-order questions pre-dominated, and a greater use of higher-order questions would have further enhanced learner outcomes. In the majority of lessons however, there was limited recapitulation and assessment of learning from previous lessons or linking with own experience. There is scope to extend the range

of formative assessment strategies to deepen learning and assess students' actual progress in lessons.

There is significant variation in the quality of teachers' collaborative planning practice and this is an area for development.

In the main, subject planning remains the remit of individual teachers. Where there is more than one teacher of a subject, common programmes of work should be devised, implemented and reviewed on a collaborative basis to sharing good practice and to ensure systematic provision for student learning. Subject teams have begun to analyse examination outcomes but a deeper level of analysis is required. Subject teams should use the outcomes of an analysis of attainment data to develop subject-specific action plans that identify specific priorities and strategies which will support student learning and negate any identified barriers to success. This work should be clearly aligned with and integrated into the DEIS plan.

The quality of programme plans reviewed during the evaluation ranged from weak to good and is an area for development. Plans that demonstrated clear incremental progression in learning, and outlined specific teaching, learning and assessment strategies were illustrative of very good practice. In many instances the programme plans reviewed focused primarily on the delivery of content, and were overly reliant on textbooks. Insufficient thought was given to students' learning and assessment, and the identification and development of key skills.

Overall student attainment and the challenge of raising expectations is an area of concern. The absence of core team meetings in areas such as social, personal and health education (SPHE), LCA, civic, social and political education (CSPE), JCSP and TY is impacting negatively on the development of evidence-based collaborative planning for and evaluation of teaching and learning across these programmes.

3. IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS

Improvements were noted in a significant minority of areas identified for attention in previous evaluations, however, scope for improvement remains in the majority of areas identified.

Leadership and Management

While some good progress has been made in addressing recommendations in some areas, deficits in the majority of areas identified for improvement remain. There is little evidence that a strategic, systematic approach has been taken to address recommendations relating to, for example, raising the level of expectation for students' learning, developing pedagogy for inclusion and improving Guidance provision. Considerable scope exists for senior management to work together with the board of management to develop a strategic and systematic plan for improvement.

Teaching and Learning

Implementation of teaching and learning recommendations has been inconsistent and while some individual teachers demonstrated good engagement with areas identified for improvement, there is an evident need for all recommendations to be collaboratively adopted and consistently implemented. Any CPD needs identified should be communicated and addressed through the sharing of effective practice and engagement with external CPD, as appropriate.

4. THE SCHOOL'S SELF-EVALUATION PROCESS AND CAPACITY FOR SCHOOL IMPROVEMENT

The School's Self-Evaluation Process

A DEIS plan has been drawn up and targets for improvement have been outlined. Groups are in place to work on each of the various DEIS themes. Evidence suggests that the current targets and agreed actions were not sufficiently collaboratively developed or communicated at whole-school level. The board and senior management should ensure that the DEIS action plan is developed with appropriate consultation and is shared with the whole-school community.

However, implementation of DEIS targets was not adequately reflected in classroom practice, or in teachers' planning. A review of the targets and actions suggests a need to develop reliable mechanisms for gathering baseline data in order to develop meaningful targets to bring about improvement. Robust systems for monitoring the progress of actions, and for evaluating the impact of the plan should be put in place.

The School's Capacity for Improvement

The school's engagement with the school improvement process has been limited and capacity for improvement is fair. The patron, board of management, principal and staff should proactively examine their guiding vision for the school and establish and communicate effectively the goals and expectations for the school as a learning community. Systems and structures need to be established to create a clear sense of shared ownership and responsibility for the school improvement agenda. The board needs to develop its leadership role for teaching and learning and its oversight of the DEIS process, ensuring it is well managed to provide a more integrated, co-ordinated, and effective delivery of the full range of school-based educational inclusion measures. A high level of support from the patron, the CDET, including a systematic programme of CPD will be required to support the school in overcoming the deficits identified.

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 Margaret Aylward Community College welcomes this report of the WSE-MLL inspection of October 2019. The board would like to acknowledge the key stakeholders of Margaret Aylward Community College (MACC) and their contribution to this report as well as their present and future commitment to the school.

Work has begun to address all five recommendations in the report. The Board of Management (BOM) is now fully operational. We intend to build a positive learning culture that is supportive, collaborative and builds high expectations for the school.

The BOM and the CDET B are fully committed in supporting school leadership and teachers of MACC to engage with the changes necessary to create the most positive school environment. This includes involving staff in communities of practice (such as Digital Leaders, those involved in SEN, curriculum, subject and programme planning and DEIS), CPO and school improvement. There are continuing efforts to improve collaboration and professional conversations among teachers and staff and other stakeholders (especially students and parents) in school. Already many of these initiatives have begun to take place in the school. A significant effort to enhance student engagement in learning and reflection in both daily lessons in school and in the wider aspects of school functioning has begun.

It was unfortunate timing that there was no BOM present to support the newly appointed personnel, unlike in previous years which demonstrated a strong supporting community. This BOM has confidence in senior management in leading MACC into the future, 'Ag tabhairt aghaidh ar an todhchaí ó.'

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection

Steps towards embracing school improvement recommendations include:

Leading Learning and Teaching:

A new strategic curriculum team has been formed and programme team meetings have been held with a schedule of further meetings.

Targeted CPD has been organised for staff involved in delivering the SEN programme. The SENO has guided and engaged with the relevant staff to help create these support structures.

Whole school training with the NCSE on differentiation and inclusion of students, including those with EN and students who need to undertake LPU2 is scheduled.

Programme co-ordinators for LCA, TY and JCSP have undertaken CPD and there have been meetings with subject teachers within these programmes to evaluate and plan for improvements to the current school programmes;

Managing the Organisation:

Both the formal and informal structures of school management within the organisation have been improved. A new BOM has been appointed and is fully instated. Four new AP2 posts have been appointed. Three new staff members have been employed.

Croke park hours have been clarified and include CPO requirements identified in the inspection report including NCSE and middle management skills. An extensive CPO calendar has been developed in consultation with staff.

Weekly Management Team meetings along with the allocation of appropriate communications systems are in place. Communication is improved with a weekly staff newsletter, staff access to minutes and meeting records, and an open invitation with staff to communicate with school management.

Leading School Development

Enrolment figures for 2020 have increased on the previous academic year.

The HSCL has had to support the processes of school engagement with parents. Outside agencies including NEPS, the CDETB Psychological Services, Schools Completion are supporting a targeted group of students in the school. The 'Nitris' project supports students from the Traveller and Roma communities. Setting DEIS targets to support engagement with parents has also been included in the DEIS plan.

Developing Leadership Capacity.

Four new AP2 posts have been filled. Further AP1 and Programme Co-ordinator posts are being advertised. JCSP co-ordinator training, along with training for linking DEIS and JCSP has been undertaken.

Programme co-ordinators and subject departments along with the new posts appointed result in regular meetings to improve the practices and Learning and Teaching in the classroom. This includes strategic curricular planning and broadening the range of pedagogical and assessment strategies used in the classroom.

The Student Support Team (SST) has been reviewed and referral systems are clearly identified and in place.

New equipment for ICT and multi-media are in place and ongoing CPD is being provided as the need requires.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	<i>Very good</i> applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is <i>outstanding</i> and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	<i>Good</i> applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	<i>Satisfactory</i> applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	<i>Fair</i> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	<i>Weak</i> applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;