

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Saint Joseph's Secondary School
Seoladh na scoile/ School address	Castlebar County Mayo
Uimhir rolla / Roll number	64590K

Date of Evaluation: 06-02-2020



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

FOLLOW-THROUGH INSPECTION

Follow-through inspections evaluate the progress a school has made on implementing main recommendations made in an earlier inspection rather than the overall educational provision that the school makes. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated the progress the school has made in implementing recommendations made in an earlier inspection under the following headings:

1. Progress achieved to date
2. Findings
3. Recommendations

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the school's progress in implementing recommendations.

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.

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.

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

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Whole School Evaluation – Management, Leadership and Learning (WSE-MLL)</p> <p>Date of Inspection: 22-02-2018</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 06-02-2020</p>
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with senior management team • Meetings with relevant teachers • Review of school documentation and records • Observation of teaching and learning • Meeting with a focus group of students • Contact with chairperson of board of management 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The posts of responsibility should be reviewed to ensure that they closely align with the most pressing current and emerging school needs; the school is in a strong position to do this due to the work that has been invested in compiling a draft school action plan.</p>	<p>Good progress</p> <p>A robust identification of school needs informed the review of posts that followed the 2018 WSE-MLL. Annual post holder reports are prepared and presented to the board; this is indicative of good practice. Newly emerging needs of the school should be considered in the review of posts due by May 2020. Given the difficulties that were reported during this inspection in operating the academic monitoring posts created in 2018, it is advised that academic monitoring work be incorporated into year-head roles.</p>
<p>An Advisory Board of Studies (ABS) should be established to conduct a review of the school's junior and senior cycle curricula, and it should report to the board to support its final decision-making.</p>	<p>Good progress</p> <p>The board of studies is an effective support to strategic planning. The board's work in reviewing junior and senior-cycle curricula advanced well from autumn 2019, with some additions to the curriculum as a result. Finalising the modular inputs that incoming first-year students will receive to meet wellbeing requirements is a priority for immediate agreement. After that, there will be need to ensure that appropriate guidance education is also provided to students undertaking the Leaving Certificate Vocational Programme (LCVP).</p>
<p>A meaningful class tutor system needs to be developed and the student council's leadership role needs to be extended.</p>	<p>Good progress</p> <p>Very good progress has been achieved in extending the student council's leadership role. The council is now consulted as part of policy development and meets with the board of management annually. The class tutor role has not changed since 2018. The school has a vision for developing the role of class tutor in conjunction with the rollout of wellbeing provision. It is advised that the wellbeing team guide the development of this role, and that it be phased in over time, starting with next year's first-year students.</p>

<p>High-quality learner experiences, differentiation supports, and assessment for learning practices need to be implemented consistently in all lessons.</p>	<p>Partial progress</p> <p>High-quality learner experiences, resulting from productive collaborative learning, were observed during this inspection. Co-teaching support has been established this year, with reported benefits to students' numeracy skills in particular. Whole-staff continuing professional development (CPD) is now needed on best practices in relation to in-class support to differentiate for learner needs.</p> <p>Cross-curricular, in-house sharing of formative assessment practices, that took place as part of a JCT CPD day in December 2019, informed teachers' practices in a very positive way. This model should now be utilised as part of ongoing CPD. A sharing of approaches is encouraged in preparing students for classroom-based assessments (CBAs) and in developing subject department planning through the lens of learning outcomes. Also, the co-creation of success criteria needs to be developed as whole-school culture, linking with learning intentions, peer and self-assessment, and formative feedback. School self-evaluation (SSE) planning should support this work. To create additional time for external CPD inputs and for planned, formal sharing of in-house practices to address teacher needs, the board of management should consider re-allocating a number of Croke Park hours, currently allocated on a non-whole-school basis, for this purpose.</p>
<p>A revised version of the school's draft strategic plan should be shared with all stakeholders, a digital learning plan should be developed, and the school's draft assessment plan should be broadened to include new practices arising from the Framework for Junior Cycle.</p>	<p>Partial progress</p> <p>The current digital learning plan is a very good model of how an action plan should be developed. It should now be used to develop the school's draft strategic plan. The school's strategic plan needs to be shared with all stakeholders and annual reviews of progress reported to the board. Additional teams should be established to contribute to the action plan. For example, a team should lead teaching, learning, and assessment practices. In addition, a core team should establish best practice usage regarding the allocation for SEN support, develop student-support plans and support mainstream teachers in working with learners of all abilities.</p> <p>As part of whole-school assessment planning, the incorporation of more varied modes of assessment, along with written tests, is advised for junior cycle.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Good progress has been achieved in seeking to align school needs with posts of responsibility, in board of studies strategic planning for the junior cycle curriculum, and in student council leadership. Partial progress has been achieved in leading consistent implementation of teaching, learning and assessment practices and in strategic school planning. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • A team of teachers should be formed to lead ongoing, formal, cross-curricular sharing of teaching, learning, and assessment practices. • The draft strategic plan should be developed to include prioritised actions in relation to timeframes, the identification of persons responsible for specific tasks, and evaluation measures; the plan should be shared with stakeholders and annual review of progress tracked and reported to the board. • The board of management should consider re-allocating a number of Croke Park hours, currently allocated on a non-whole-school basis, to support both external and in-house CPD inputs. 	

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
<i>Very good progress</i> indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
<i>Good progress</i> indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
<i>Partial progress</i> indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.