An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Adult And Further Education Centre
Seoladh na scoile/ School address	Old Vocational School Cappawhite Co Tipperary
Uimhir rolla / Roll number	YR0083

Date of Evaluation: 13-02-2020

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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 did not meet the requirements in relation to 2 above and therefore was not fully compliant with the checks undertaken. However, the school has subsequently furnished evidence of compliance with these requirements.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Evaluation of Centres for Education	**Date of Inspection: 13-02-2020**
Date of Inspection: 10-11-2017	
Report Published? Yes	

Follow-through inspection activities

The following activities took place in the course of the follow-through inspection

- Meeting with Adult Education Officer
- Meeting with the centre resource person
- Interview with relevant members of staff
- Review of school documentation, records and learners' work
- Observation of teaching and learning
- Interaction with learners

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
The centre community should work to develop a more respectful and courteous culture among the learners to promote higher social and personal expectations.	**Very good progress** There is evidence of very good progress in the development of a respectful and courteous culture among learners in the centre. Since the original evaluation, staff and learners collaboratively agree and develop whole-centre guidelines annually. These place a clear focus on appropriate behaviour and interactions. This work is supported by staff modelling of respectful and courteous interactions, and through the communication of appropriately high-expectations in relation to social interactions and personal behaviour. It was observed that interactions between learners were very respectful. Learners were very considerate of one another and were very willing to work together and to help each other in lessons. The observed very positive relationships between staff and learners are contributing favourably to centre culture and climate.
Whole-staff involvement in a learner-mentoring programme should be developed, linked to individual learner profiles, to facilitate learners to set their own academic, career and personal goals, in order to further build self-esteem and life skills.	**Good progress** Some staff have been involved in group initiatives, designed to enhance and build relationships between staff and learners, and to develop a learner-mentoring structure in the centre. These initiatives include staff and small groups of learners organising and running centre events such as an Art competition and a learner

	'Bake-Off'. The centre's Advocate is primarily responsible for working with individual learners on their career and personal goals. Further work is needed to involve whole-staff in a more focused and co-ordinated learner-mentoring programme, linked to individual learner profiles. The key worker approach should be established to provide one-to-one mentoring for learners, and this work should be linked to the learners' strength-based individual action plans. These plans should be devised in collaboration with the learners, should be reviewed and adapted regularly, and should reflect the actions needed to achieve the learner's personal, educational and career goals.

Summary of findings

Very good progress has been made in the development of a respectful and courteous culture among learners in the centre. Good progress has been made in working towards the development of a learner-mentoring programme, but a more focused key worker approach, linked to strength-based individual action plans, is needed.

Recommendations

- Strength-based, individual action plans should be devised, in collaboration with the learners; these plans should be reviewed and adapted regularly, and should reflect the actions needed to achieve the learner's personal, educational and career goals.
- As previously recommended, provision for the involvement of the whole staff in a formal, co-ordinated, learner-mentoring programme should be strengthened; this should be advanced through the establishment of the key worker approach, which should provide focused one-to-one mentoring that is linked to the learners' individual action plans.

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

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