An Roinn Oideachais
Department of Education

# Whole School Evaluation: Management, Leadership and Learning

## Report

**REPORT**

| | |
|---|---|
| Ainm na scoile/School name | Cnoc Mhuire |
| Seoladh na scoile/School address | Granard<br>Co. Longford |
| Uimhir rolla/Roll number | 63730S |
| Dáta na cigireachta/<br>Date of evaluation | 20-11-2023 |
| Dáta eisiúna na tuairisce/Date of issue of report | 09/04/2024 |

# What is a 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. Quality of support for students' wellbeing

The board of management of the school 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.

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.

## Actions of the school to safeguard children and prevent and tackle bullying

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Anti-bullying</td></tr>
<tr><td>1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.<br>2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.<br>3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.<br>4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).<br>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 (revised 2023).<br>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</td><td>1. The school has developed an anti-bullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) and this policy is reviewed annually.<br>2. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the Procedures) since the previous report to the board.<br>3. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.<br>4. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.<br>5. All teachers visited report that they have read the school's policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.</td></tr>
</table>

| | |
|---|---|
| and Post-Primary Schools (revised 2023).<br>7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE).<br>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

| | |
|---|---|
| **Date of inspection** | 15, 16 & 20 November 2023 |
| **Inspection activities undertaken**<br>• Meeting with the Board of Management<br>• Meeting with the parents' representatives of the board of management<br>• Meetings with the principal and deputy principal<br>• Meetings with key staff<br>• Review of relevant documents | • Student focus groups<br>• Analysis of parent, student and teacher questionnaires<br>• Observation of teaching and learning<br>• Review of students' work<br>• Interaction with students<br>• Feedback to the senior management team, board of management and teachers |

## School context

Cnoc Mhuire is a voluntary, co-educational secondary school with a Catholic ethos under the trusteeship of CEIST (Catholic Education an Irish Schools' Trust) with a current enrolment of 522 students. The school offered the Junior Cycle, including Level 2 Learning Programmes (L2LP), an optional Transition Year (TY) programme, the Leaving Certificate Vocational Programme (LCVP) and the Leaving Certificate (Established). The school accommodates a wide range of academic abilities and learning needs, including one special class, catering for students with autism.

## Summary of main findings and recommendations:

### Findings

- The overall quality of teaching and learning was good.
- Lessons were characterised by mutually respectful interactions; teachers had very good subject knowledge and classroom management skills.
- The overall quality of school leadership and management was satisfactory. Key areas of leadership and management required attention.
- The overall development of leadership capacity was good.
- Good opportunities for student leadership were provided through the student council and sixth year mentor programme.
- Commendably, staff provided an extensive range of extra-curricular and co-curricular activities to meet the needs and interests of all learners.

### Recommendations

- To support all learners to achieve successful learning outcomes, teachers should plan lessons to meet the range of abilities, strengths and interests; this includes framing lessons with effective learning intentions, success criteria, and differentiated learning activities.
- As strategic development was an area to advance, the board of management, in collaboration with senior management, should oversee the development of a strategic plan to implement the agreed priorities for the school.
- At the time of the evaluation, middle management meetings were not taking place in a consistent or systematic way. Senior management, in collaboration with staff should put in place systematic structures to support the work of the middle management team.

- Aspects of the school timetable require immediate attention to address anomalies with scheduling in some subject areas and the use of the hours provided for students with additional needs.
- Whole-school structures need to be strengthened to provide a more consistent and coordinated approach to supporting student wellbeing. A review of the guidance plan, code of behaviour and year head and tutor systems should be carried out to ensure that these systems are effectively meeting students' needs.

# Detailed findings and recommendations

## 1. The quality of teaching and learning

The overall quality of teaching and learning was good in the lessons observed.

### Learner outcomes and experiences

Overall, lessons were characterised by mutually respectful interactions between teachers and students. For the most part, students engaged well with assigned tasks, and in highly effective lessons they were supported and encouraged to contribute their opinions and experiences to class discussion with confidence.

Learning outcomes were of a high standard for students in a small number lessons where learning intentions were presented at the outset in terms of the skills, knowledge and understanding that students would achieve by the end of the lesson. In these lessons, the learning intentions were clearly expressed, linked to success criteria, and activities were effectively differentiated to enable all students to engage meaningfully and purposefully with their learning. This highly effective practice should be extended to all lessons.

In most lessons, students had appropriate opportunities to engage in collaborative learning activities. In a few lessons where student engagement in collaborative activities was highly effective, the activities were structured to enable all learners to effectively engage with the content and to achieve successful learning outcomes with their peers.

In a significant minority of lessons, the pace and challenge of the learning activities was not appropriate to meet the range of abilities within the classroom. In these lessons, the same learning tasks, with the same level of challenge were provided to all learners irrespective of their capacity to achieve successful outcomes. It is recommended that all classroom activities and homework tasks be appropriately differentiated to be inclusive of the range of abilities of the learners.

In a significant minority of lessons, students were observed transcribing information from presentations into their copybooks, without being provided with the opportunity to think critically about their learning and to appropriately process the information. It is recommended that teachers incorporate strategies that enable students to interpret information and develop note-making skills rather than the lower order task of transcribing.

In the majority of lessons digital technology was used effectively to present lesson content. Students reported that they found it very beneficial when teachers shared these presentations through the school's digital learning platform enabling them to access the resources at home. In a few lessons, students were required to conduct online research, which is good practice. This approach to learning was highly effective when teachers' provided guidance on the most relevant websites to use. However, this practice was not universal.

### Teachers individual and collective practice

Overall, teachers had very good subject knowledge and classroom management skills. In the majority of lessons, effective seating plans were in place to promote positive behaviour. In highly effectively lessons, adaptive seating arrangements ensured the inclusion of all learners, when classroom activities were assigned. This responsive classroom management approach was not

evident in all lessons. It is advised that this flexible approach to seating arrangements be adopted where possible.

In a significant minority of lessons, effective introductory activities were used to support students to recall information, analyse images or video clips and to connect their prior learning with the intended learning being introduced. The use of these highly effective practices should be extended.

In all language lessons visited, teachers modelled very good use of the target language and facilitated a range of collaborative tasks to build the students' confidence in the use of the language. An effective integrated approach to language teaching was noted in lessons, where the development of key skills: speaking, listening, reading, writing and communicating was evident.

In a few highly effective lessons, questioning was used in a stimulating way. In these lessons, a variety of questioning strategies were used, such as lower and higher order questions and think-pair-share opportunities to promote a deeper exploration of the concepts taught. In a significant minority of lessons, there was an overuse of whole-class questioning, which resulted in only a few students responding, with brief answers, followed by the teacher providing explanations on the answers. In order to maximise active student engagement during lessons, teachers should vary the range of questioning approaches used and their expectations of students answering to ensure that students are challenged, and given opportunities to provide depth in responses.

In most lessons teachers monitored student work and progress appropriately as they circulated, providing additional prompts or one-to-one support if needed. Appropriate opportunities for students to reflect on their learning were facilitated in the majority of lessons, through various exit strategies, such as traffic lights, post-it notes and teacher questioning. To further support learners assessing their own progress, teachers should explicitly link and teach students to reflect using success criteria.

During all lesson observations a sample of student copybooks and journals were reviewed. In a few lessons, where written feedback was most effective, teachers framed their formative comments on the success criteria that were given as part of the task. This highly effective approach enabled students to identify mistakes and make improvements to their work. However, in the majority of lessons, there was limited evidence of written formative feedback provided to students. During interactions with inspectors, students expressed the view that they valued teacher's feedback as it enabled them to progress in their subject area. To support students to take greater responsibility for their learning, teachers should encourage students to record and act upon the oral feedback given during lessons. In addition, teachers should frame formative feedback in terms of the success criteria provided for assignments.

As part of the evaluation, a sample of subject department planning documentation was reviewed. This was most effective, in a small number of plans, where a unit of learning approach was taken and included a reflective component for teachers to share strategies to improve learners' experiences and outcomes. In a significant minority of junior cycle plans there was an over-reliance on a chapter-based approach to lesson planning. This approach was not responsive to the emerging needs of the learners, through the differentiation of tasks and activities or the appropriate use of formative and summative assessment strategies. To further progress subject planning, subject departments should ensure that units of learning reflect junior cycle specifications, support the needs of the student cohort and incorporate relevant and meaningful assessment tasks.

## 2. Quality of school leadership and management

The overall quality of school leadership and management was satisfactory, with areas for improvement identified in strategic planning, structures to support middle management, student wellbeing, timetabling and resource allocation.

### Leading learning and teaching

Overall, the quality of leadership of learning and teaching was satisfactory. Management and staff were highly committed to the school's mission of creating a learning environment that served the needs and aspirations of all students, which is Christian in outlook and emphasises the holistic development of all students in line with the schools ethos.

To meet the needs and interests of students the school offered a broad range of subjects and programmes. In Junior Cycle, students take a combination of compulsory and optional subjects, including Level 2 Learning Programmes. At senior cycle, the school offered optional TY and LCVP programmes. Both programmes were well established, with a steady increase in the numbers of students engaging with them in recent years. Commendably the SMT, along with staff, were considering the viability of providing the Leaving Certificate Applied (LCA) programme and Leaving Certificate Physical Education to ensure that the curriculum continued to meet the evolving needs of the student cohort.

The TY programme was well-structured and included opportunities for students to engage with core subjects, subject sampling, school-designed modules and a wide range of calendar events. TY students attend work experience placement one day per week. While work experience was beneficial to supporting students to gain experience in the world of work and develop their social skills; school management, in collaboration with the TY programme team, should carry out an analysis of the work experience programme, paying particular attention to the merits or otherwise of allocating one fifth of students' tuition time during TY to work experience. In addition, TY students were scheduled to begin school a week after other students in September. This practice should be reviewed to ensure students access at least 166 tuition days.

Some aspects of the school timetable require immediate attention. At the time of the evaluation, a study class for students who do not engage with LCVP in fifth and sixth year was provided. This practice should cease in order to ensure that all students receive their full 28 hours tuition time. Currently, sixth-year students receive one period a week for physical education (PE). This does not meet the minimum requirement of at least 80 minutes per week. Senior management has committed to applying the requirements of Circular letter 0053/2023 to the timetable, ensuring that all students will receive the minimum PE time during senior cycle.

Social, Personal and Heath Education (SPHE) and Relationships and Sexuality Education (RSE) were in place for all students. One teacher, who had received the appropriate training was deployed to teach RSE to senior cycle students. It is acknowledged that another teacher was registered for training however, in light of changes to the SPHE short course at junior cycle and forthcoming changes at senior cycle, increasing capacity in this areas should be explored further.

The school was committed to supporting students with special educational needs (SEN) both in the autism class and in mainstream lessons. A Whole-School Inclusion Policy has recently been implemented and a dedicated team of teachers provided SEN and English as an Additional Language (EAL) support to students. In line with current guidance, the school has taken a flexible model of SEN provision, which included team teaching and individual or small group withdrawal. The role of coordinator was shared between staff members and the team had good systems in place to inform other staff of students' individual needs. Student support plans were developed for some students. In order to enhance provision and improve students' overall learning outcomes and experiences it is recommended that the special education team works towards creating student support files for all students that require them.

Commendably, the SEN team developed and shared a range of suggested teaching methodologies and planning templates for mainstream teachers to assist in planning for learners with identified needs. In the subject planning documentation reviewed, the lessons observed and during the discussions with teachers, there was limited evidence of these supports being used. All teachers should use the information provided by the SEN department to inform planning for differentiated teaching, learning and assessment to more effectively support students with SEN in mainstream lessons.

At the time of the evaluation, not all hours allocated to the school by the National Council for Special Education (NCSE), were being used in line with the requirements of Circular letter 0014/2017 and the associated *Guidelines for Post-Primary Schools: Supporting Students with Special Educational Needs in Mainstream Schools*. In some instances, hours allocated to the school for SEN provision were being used to provide smaller classes for English and Mathematics in first and second year, to cover study periods with fifth and sixth years and to provide additional higher-level Mathematics lessons for senior students. These practices should cease.

Furthermore, the grouping of students who were exempted from Irish should be kept under review to ensure their specific individual needs are addressed in a targeted manner.

## Managing the organisation

The overall quality of management of the organisation was satisfactory. At the time of the evaluation, the board of management was newly appointed and had engaged with appropriate training provided by CEIST. Board members were highly committed, and it was good practice that previous members had continued to serve, bringing continuity as a new term of office began. The board was well informed of relevant aspects of school life, this communication occurred primarily through the principal's report and the school improvement plan. The school improvement plan sets out a number of priority areas for development. However, at the time of the evaluation, no action plan was in place for implementing and monitoring progress of the priorities. It is recommended, that the board oversee the development of an action plan to assist in the implementation, monitoring and review of agreed school priorities.

All statutory policies were in place. A process of policy review and development was in place and was supported by an assistant principal and staff teams. However, a number of policies were outdated and did not reflect current practice in the school, such as, the school's Code of Behaviour. It is a matter of urgency for the board that this policy be reviewed and updated. The board and senior management team should ensure that a more proactive approach to policy development and review is adopted so that all policies are inclusive of stakeholders views and reflect current practice.

The senior management team (SMT) took a collaborative approach to leadership and the day-to-day management of the school. The principal and deputy principal had agreed responsibilities and had a well-established working partnership. They were highly committed to creating a learning environment, which encompassed the holistic development of all students. The SMT recognised the value of leading change to meet the evolving needs of a school community and in recent years prioritised the facilitation of continuous professional development (CPD) and the distribution of leadership roles across the staff. This process also included a review of the posts of responsibilities of assistant principals in accordance with Circular letter 0003/2018. As a result, changes were made to some duties at assistant principal level to meet evolving needs. It was good practice that the SMT met annually with assistant principals to collaboratively review their roles.

Responsibilities for various aspects of school provision were distributed among a middle management team. Appropriate time was afforded to the team to meet regularly, such as allocation on the timetable for year heads to meet and coordination time. However, year head meetings were not taking place in a consistent or systematic way. Clear structures should now be established for all meetings, with an agreed agenda. A record should be kept of matters discussed, actions agreed and follow up procedures. Furthermore, more effective whole-school communication systems should also be established to allow for relevant information emerging from assistant principal meetings to be shared with the SMT and other relevant school teams.

Overall, the management of facilities was adequate. There was ongoing work to upgrade facilitates and plans for an extension were progressing. At the time of the evaluation, there were no health and safety risk-based assessments of classrooms. In addition, recommendations made in a recent Science inspection relating to health and safety had not been addressed. It is recommended, that each subject department, in collaboration with senior management, carry out an annual health and safety risk assessment in line with The Health and Safety Authority's 2010 Guidelines on Managing Safety and Health in Post-Primary Schools. The board should include health and safety as a regular item on its agenda and ensure that the risks identified are addressed.

## Leading school development

Overall, the quality of leading school development was appropriate. The school had re-engaged with the SSE process. Using baseline data collected through surveys with staff and students the focus was on improving inclusion through effective questioning. In progressing SSE further, it would be beneficial for a team to be set up to support the work of the coordinator and progress agreed actions over the school year. Clear mechanisms should be in place to monitor progress.

At the time of the evaluation the school's Digital Learning Plan, 2018-2021 was completed. As part of this plan, there had been investment in the development of digital infrastructure, the procurement of equipment and upskilling of teachers. The next phase of work identified by the school was to develop a new digital strategy to be led by the information communications technology (ICT) coordinator. To support the work that will be involved in this process a digital strategy team should be established to support the development of a digital strategy.

Subject departments were well established. Regular formal and informal meetings took place. A review of a sample of department planning meetings showed that the focus of the majority of meeting time was taken up with organisational matters. A more structured approach to department meetings was needed to enable teachers to collaboratively reflect on student learning and whole-school initiatives. This will facilitate the sharing of practice and the implementation of whole-school targets related to teaching, learning and assessment.

Overall, good structures were in place to communicate with parents. Survey responses indicated that in general, parents felt welcomed in the school. Almost all parents surveyed agreed that they know who talk to in the school. Currently, there is no parents association. School management are exploring different approaches to encourage parents to get involved with different aspects of school life.

## Developing leadership capacity

The overall development of leadership capacity was good. In addition to assistant principals, the SMT appropriately distributed significant leadership responsibilities to other staff. In this context, a number of staff have commendably taken on leadership roles in areas of high importance in relation to curriculum and learning, student support and school improvement.

School management were committed to providing staff with effective opportunities to engage with CPD and engaging with subject professional networks. Commendably, an emphasis was placed on developing the leadership capacity of all staff. To date there has been a whole-staff focus on effective behaviour management and teaching approaches to support students with Autism.

The school regularly provides placements for student teachers and was very supportive of newly qualified teachers who are supported through the Droichead programme. This programme was well managed by the Professional Support Team (PST).

Good opportunities for student leadership were provided. There was a democratically elected student's council and sixth year mentor system to support first years' transition to post-primary school. An assistant principal worked closely with these student leaders to guide and support their work and various initiatives. It was praiseworthy that student council representatives presented to the board and staff on their recent initiative related to the new school jacket. There was scope to explore further leadership roles for the students in the different year groups as a means to further incorporating student participation in the school in a meaningful and purposeful manner.

# 3. Quality of support for students' wellbeing

Overall, the quality of support structures for students' wellbeing was satisfactory. All members of the school community were highly committed to creating an inclusive and welcoming school environment. Student project work and achievements were visible throughout the school, celebrated on walls of corridors and classrooms. Students' took particular pride in their sporting achievements, bake sales, club activities and achievements at a national and world level in Junk Couture, in particular.

It was clear that inclusion was a key principle for school management and staff. At the time of the evaluation, a student support team (SST) had been established and staff were engaging with appropriate CPD. To support the work of this newly appointed SST, it is recommended that a more systematic and structured system for student referrals is established to ensure students' needs are met in an effective and timely manner. This process would be supported through regular SST meetings, with action planning to implement and review decisions made.

As part of the care system, students have access to a guidance counsellor and each year group was assigned a year head to monitor and support students' academic progress and pastoral needs. The school had put in place a system whereby students in junior cycle were assigned a class tutor who also taught them SPHE to support a greater sense of connectedness. Year-group assemblies were held at intervals during the year as deemed necessary by the year head or SMT. At the time of the evaluation, the guidance plan needed to be updated and the systems in place for managing behavioural issues did not fully reflect practices set out in the code of behaviour. Given that the code of behaviour currently requires review, it is now timely, that the role of the year head and tutor would also be reviewed to promote a more systematic approach in terms of tracking students' academic progress and having clear structures in place to support student wellbeing.

Junior cycle students had appropriate provision for the mandatory elements of junior cycle wellbeing programme, however, first and second year students were timetabled for an extra lesson, which was called Wellbeing, without a corresponding school developed programme for these lessons. In some instances teachers continued to follow the SPHE short course while in others lessons students engaged with a range of activities. It is recommended that a curricular programme for these timetabled Wellbeing lessons is developed.

Commendably, staff provided an extensive range of extra-curricular and co-curricular activities to meet the needs and interests of all learners, such as the 'Friends' programme, the sixth year mentor system, the fuse programme, and a wide variety of lunchtime clubs. Through these extra-curricular and co-curricular activities, the staff had developed systems to support student wellbeing and create a positive atmosphere in the school. To support these very positive initiatives led by teachers there is a need for whole-school structures to be strengthened to provide a more consistent and coordinated approach to supporting student wellbeing.

## 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 | *Very good* 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 *outstanding* 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 | *Good* 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 *very good* standard. | Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement |
| Satisfactory | *Satisfactory* 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 | *Fair* 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 | *Weak* 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; |

# Appendix

### SCHOOL RESPONSE TO THE REPORT

## Submitted by the Board of Management

**Area 1 Observations on the content of the inspection report**

The Board of Management noted the extraneous circumstances the school found itself in during the planned WSE MLL. The school would have appreciated an acknowledgment of the notable professionalism and flexibility of the staff in responding to the unpredictable nature of events at the time.

**Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

Policy: Reviewed Code of Positive Behaviors currently in draft form;

- The following policies have been reviewed and ratified by the Board (Feb 2024). One to one Teaching, One to One Guidance, Remote Teaching and Learning, PME Student Teacher placement policy ICT policy:

- Digital Learning Plan returned by the Board for amendments.

- Digital Learning Team now established

-The Guidance Plan has been delivered to staff by the Guidance Counsellor.

-Timetabling modifications for Sept 24: Timetabling of smaller class groups in Maths/English to cease and be replaced where necessary with team teaching across the band. Timetabling study opposite LCVP to cease. The NCSE allocation to be assigned to ASD class, AEN interventions, team teaching and one to one or small AEN interventions as needs arise.

- Wellbeing: The Student Support Team meets fortnightly and training in conjunction with NEPS has been completed. Further training in the Helping Hands programme is planned.

- Restructuring of Guidance and guidance referrals is taking place to ensure the resources are available within the system. This is effectively meeting students to work on action planning and review is ongoing.

In consultation with the board the "School Improvement Plan" to be advanced. An SSE team is now in place to support the work of the coordinator. SSE consultation with all teachers has taken place to identify areas for improvement highlighted by the WSE MLL process.

Subject Department meetings: A consistent approach to record keeping implemented including a standard document for recording actions and outcomes of actions. WSE Recommendations on teaching, learning and assessment has been shared with all teachers. The approach of units of learning rather than book-based planning to be a focus for JC teaching and learning.

A number of teachers have now trained to deliver Senior Cycle SPHE. Health and Safety: Risk assessments have been carried out by class teachers for their respective classrooms in line with the Health and Safety Authority 2010 Guidelines (Dec 23) Managing Safety and Health in Post Primary Schools. The SMT have met with Science Department to oversee the full implementation of health and safety requirements recommended in the 2023 Science Inspection.

Use of allocated time for Year heads: The Board Of Management has written to all Year Heads requesting a written response in relation to the WSE report and recommendations in relation to Year Heads. (29/02/24)

The SMT has put in place a system of greater accountability and transparency for Year Heads to record minutes of meetings, matters discussed, actions, follow up procedures by Year Heads. These documents are shared with the SMT."