An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection REPORT

Coláiste an Spioraid Naoimh
Bishopstown, Cork

Uimhir rolla: 62580U

Date of inspection: 10 November 2015

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS
INSPECTORATE

Date of original inspection[1]	12 December 2013	Type of original report	WSE-MLL	Date of FT inspection	10 November 2015
Report published	Yes				

Follow-through inspection activities

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

- Meeting with senior management team, member of the in-school management team and TY coordinator
- Review of school documentation and records

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
Reorganisation of the posts of responsibility structure is required to ensure closer alignment of middle management duties with key managerial tasks and strategic goals.	**Good progress** A strategic planning team has been established to progress school improvement across a range of areas. Initial feedback from the teaching staff suggests an overall acceptance that the existing posts of responsibility structure requires reorganisation. A proposed system for defining sets of roles and responsibilities has been devised and is very progressive in that it seeks to ensure a balance between the leadership role and administrative tasks undertaken by each assistant principal.
Aspects of curricular provision that are referred to in the report as not being fully compliant with Department of Education and Skills circulars or not in keeping with department guidelines, including curricular organisation within Transition Year (TY), should be addressed.	**Very good progress** A subject-sampling layer has been provided for in the TY programme. The introduction of non-examination based assessment is reflective of a commitment to providing a dynamic programme that differs from students' previous learning experiences. The school is commended for consulting widely while seeking to restructure the programme. Similarly, the mechanisms adopted to ensure regular review of the new structures are very positive. The strategic planning team is now focussing on other areas of curricular provision and plans are in place to deliver Relationships and Sexuality Education (RSE) to sixth-year students next year. The introduction of senior cycle Physical Education (PE) is being planned for as part of a revised whole-school approach to well-being and initial ideas garnered through brainstorming are both resourceful and enterprising.
Whole-school guidance planning should be further advanced to ensure greater consolidation of student support structures.	**Very good progress** Developments in the area of whole-school guidance are significant. Commendably, a revised whole-school guidance plan has been developed. Of particular note is the identification of pastoral care related developmental priorities. Actions taken to address areas such as managing the transition from primary to post-primary and enabling students to minimise anxiety and build resilience, are very worthwhile. Underpinning all of this is the introduction of an information and communications technology (ICT) system that ensures optimum levels of communication and transfer of information between appropriate parties.
Student-centred approaches to learning should be used more extensively to increase levels of student participation during lessons. Assessment techniques should be extended to include those that promote more independent learning.	**Good progress** Teachers' capacity to utilise student-centred approaches is being supported through the re-introduction of a shared learning component at staff meetings which has included input on peer-assessment, Assessment for Learning, effective use of visual resources and e-learning. The reconfiguration of classroom layout, in some instances, has facilitated higher levels of interaction among students. Furthermore, teachers' understanding of learning styles will be deepened through the school's involvement in the *Learning Schools Project*. Plans to pilot a school-led programme of peer observation and feedback are also encouraging. The selection of 'learning to learn' as the third strand of school self-evaluation

	(SSE) should ensure a collaborative approach to innovation in this area and will also enable regular monitoring of progress and of whole-school impact.

Summary of findings

Management and staff have responded readily to the recommendations arising from the evaluation in a highly pro-active and constructive manner. The outcome of wide consultation and effective whole-school collaboration in driving change has led to significant success in areas such as whole-school guidance and TY reform. Similarly, actions taken to date in support of progressing other areas for development are very encouraging and the school is urged to continue advancing its innovative change agenda.

Recommendations

No further recommendations arise in relation to the recommendations in the original report.

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.

Published January 2016

Area 1 Observations on the content of the inspection report

The Board of Management is very pleased to accept the findings of the Inspectorate's Follow-Through Report as a fair and accurate assessment of the significant progress made on the implementation of the recommendations made in the original inspection report.