An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

School name	Good Counsel College
School address	New Ross Co Wexford
Roll number	63610I

Date of Evaluation: 28-03-2017

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: WSE-MLL	**Date of Inspection:** 28-03-2017
Date of Inspection: 22 October 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
- Interview with members of in-school management team
- Interview with relevant teachers
- Review of school documentation and records and students' work
- Observation of teaching and learning
- Interaction with students

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
A review of all posts and associated duties is recommended to ensure that the current needs of the school are being met.	**Partial Progress** Some good work has occurred to address this recommendation. Management and staff have examined the schedule of posts of responsibility and collaboratively identified key priority areas for the school. Appropriate changes were made to several post descriptions. While senior management has sought agreement from relevant staff regarding adoption of the duties identified as essential for addressing the school's needs, it has not been possible to fully implement the proposed new schedule until staff are in agreement with the proposed changes. It is recommended that the revised schedule of posts be implemented in order to provide for the collaboratively identified priority needs of the school.
The duties of year heads should be developed to ensure a greater role in the management and academic monitoring of all students	**Good progress** The role of year head has been significantly augmented since the original evaluation. Year heads have adopted an increased leadership role with students, engage more effectively as a cohesive middle management team, and play a more prominent role in the implementation of the code of behaviour. Most year heads now monitor academic progress of their students and award ceremonies are held which celebrate academic success. However, there was

	evidence of some inconsistency in the adoption of these practices. It would benefit students if all year heads consistently adopted all these very good practices.
A curriculum advisory board should be established to review the current curriculum and timetabling arrangements	**Very good progress** A curriculum advisory board has been established and a number of meetings have occurred. A variety of relevant topics have been discussed and effective changes introduced. For instance, deployment of staff to Social, Personal and Health Education (SPHE) has improved as SPHE teachers now remain with the same class group for three years of the junior cycle. Other curricular and timetabling arrangements have been reviewed such as the loss of teaching time due to extracurricular activities, and positive changes have been effected.
The teaching staff should focus on the quality of student learning and attainment by introducing assessment of learning (AfL) strategies into their lessons, focussing more on differentiation and providing opportunities for students to participate actively in their learning.	**Good progress** Management has provided time at staff meetings for teachers to engage with AfL. A small number of teachers attended training and have provided inputs to the staff to build capacity. Inputs were also provided by external speakers on the theme of effective assessment practices. In the lessons observed, some good assessment strategies and effective active learning methodologies occurred. However, differentiation is still an area requiring further development. High-quality written formative feedback is being provided to students by the majority of subject departments. However, there is scope for all subject departments to adopt these highly effective practices.

Summary of findings

All duties attached to posts of responsibility have been reviewed and the priority needs of the school have been identified and agreed by staff. In particular, the role of year head was significantly improved. Some priority areas have not yet been addressed.

An effective curriculum advisory board has now been established and very good work has been undertaken.

Teachers have engaged with AfL and some very good practices were evident in lessons and in written formative feedback being provided to students.

Recommendations

- The revised schedule of posts should be implemented in order to provide for the collaboratively identified priority needs of the school.
- Subject departments should consider how best to differentiate lessons to meet the wide range of students' learning needs in the school

- All teachers should implement the effective practices observed with regard to the provision of high quality written feedback to students.

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.

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