An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Joseph's Convent N S
Seoladh na scoile/ School address	Rathluirc Co Cork
Uimhir rolla / Roll number	13031I

Date of Evaluation: 04-04-2019

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 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.

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 **Type**: Whole-School Evaluation: MLL **Date of Inspection:** 09-11-2017 **Report Published:** Yes	FOLLOW-THROUGH INSPECTION DETAILS **Date of Inspection:** 04-04-2019

Follow-through inspection activities

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

- Meeting with principal
- Interview with relevant teachers
- Review of school documentation and records and pupils' work
- Observation of teaching and learning
- Interaction with pupils

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
A focused, whole school intervention strategy addressing the needs of pupils for whom English is a second language should be implemented.	**Very good progress** The school has developed an intercultural policy and an English as an additional language (EAL) policy to ensure pupils have the knowledge, skills, attitudes and values that can enable them become contributing members of their diverse school community. A highly structured, bespoke oral language programme has been developed to address the specific language needs of EAL pupils. The Primary Language Curriculum has been used to inform the development of this programme. Detailed assessments of pupils' language skills, supported by parent interviews, are used to comprehensively establish pupils' language proficiency levels. This is then used to inform the selection and design of subsequent support and is complemented by ongoing assessment. Teachers have created highly inclusive learning environments focused on language-rich learning experiences. They actively encourage very high levels of participation through strategic selection of methodologies that maximise communication amongst pupils. In lessons observed, pupils for whom English is a second language had opportunities to engage in purposeful discussion with their teachers and peers. Discussions were supported by the pre-teaching and extensive modelling of target vocabulary. Carefully selected consolidation tasks ensured pupils of all abilities had opportunities to apply this new language to a variety of contexts.
Teachers should plan and implement differentiated approaches to learning which enable pupils of varying abilities to engage meaningfully in mainstream learning.	**Very good progress** The school has engaged in a collaborative review of differentiation practices and a whole-school approach to differentiation has been developed. At all levels, child-centred approaches have been identified, leading to highly personalised learning experiences for pupils. In planning documentation, teachers identify in detail the

	differentiated approaches employed in each month's work. In some instances, examples of highly differentiated learner outcomes were also in evidence. In lessons observed, teachers used a variety of questioning styles, a range of stimulating visuals and selected lesson content with a view to maximising learner engagement. The use of assessment data, as evidenced in monthly reports, also informs and guides differentiation in individual classrooms. The school is commended for the level of research it has undertaken as a community in addressing this recommendation.
A review of the current provision for pupils with learning difficulties is required. The deployment of a special education teacher in a mainstream setting should be discontinued.	**Very good progress** In the term following the original inspection, the practice of deploying a support teacher to a mainstream setting was discontinued. Provision for pupils with special education needs has been reviewed in detail. Significant work has been completed on ensuring that the Continuum of Support guides provision. Resources and support are targeted in a variety of ways but prioritised to address the needs of pupils experiencing the greatest difficulties. Interventions now include, in-class support, small-group teaching and individual withdrawal. The school has developed highly specific plans for all pupils in receipt of additional support. Provision for pupils with learning difficulties is regularly reviewed at staff meetings. The school's strong commitment to ensuring equality and access for all to the curriculum is underpinned by the focusing of this support on language learning.

Summary of findings

The school is highly praised for the very good progress it has made in implementing the three recommendations outlined in the whole-school evaluation report.

The school has worked in a collaborative manner in addressing these recommendations. A distinct feature of the work undertaken is the continued dedication of the school towards ensuring that progress in pupil learning is central to all actions. The very high levels of progress made on all recommendations reflects the commitment of this vibrant school community to school improvement.

Recommendations

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

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board of Management acknowledges the findings of the Follow-Through Inspection, and welcomes the affirmation of the very high levels of progress that the school has made on all the recommendations.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

We are very happy with the acknowledgement of the commitment of our vibrant school community to school improvement, and to note that no further recommendations arise in relation to the whole school evaluation Management Teaching and Learning.