

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Louis Secondary School
Seoladh na scoile/ School address	Monaghan Co. Monaghan
Uimhir rolla / Roll number	64820B

Date of Evaluation: 21-09-2018



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 on the findings and recommendations of the report; the board chose to accept the report without response.

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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE-MLL</p> <p>Date of Inspection: 9 February 2017</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 19 & 21 September 2018</p>
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with senior management team • Interview with relevant teachers • Review of relevant school documentation • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>To provide for continuity, the board in collaboration with stakeholders should agree a specific list of whole-school priorities for the next phase of school planning; associated action plans should be documented</p>	<p>Very good progress</p> <p>Very good progress has been made in implementing this recommendation. The board, in collaboration with the principal, has prepared a draft developmental plan which identifies a set of priorities under four key areas: teaching and learning, infrastructure, communication and policy development. These priorities were identified using a range of evidence sources. To date, very good progress has been achieved in each area of priority.</p> <p>Core teams at whole-school level are working on a number of identified priorities with some exemplary practice in action planning evident.</p> <p>The board should now make arrangements to ratify the plan.</p>
<p>Whole-school provision and planning for students with special educational needs should be based on the guidance provided by Department Circular 0070/2014.</p>	<p>Very good progress</p> <p>Very good progress has been achieved in implementing this recommendation. All designated hours are deployed in accordance with relevant circulars.</p> <p>Since the WSE-MLL a comprehensive programme of continuing professional development (CPD) has informed the development of systematic procedures for identifying and tracking the progress of students who have special educational needs (SEN).</p> <p>The core SEN team has been expanded with the additional staff currently completing relevant post-graduate studies. The team meets regularly and has developed good links with the school's care</p>

	<p>team. The implementation of these systems provides for an integrated and collaborative approach to supporting students who have SEN.</p> <p>CPD should now be accessed to support the recent introduction of co-teaching as an additional model of support.</p>
<p>A review of TY and LCVP should be conducted to optimise the quality of learner outcomes and experiences.</p>	<p>Very good progress</p> <p>Very good progress has been achieved in implementing this recommendation.</p> <p>Following the WSE-MLL a comprehensive review of the Transition Year (TY) programme was conducted. This review resulted in the vision for TY being re-affirmed and confirmed. A common module descriptor is now used by each subject department to document planned learner experiences and outcomes. This very good practice will ensure that the valuable co-curricular and extra-curricular activities which are part of the programme can complement classroom learning experiences.</p> <p>The summative assessment procedures for TY have been extended to include a portfolio and student interview. These assessment points have proved to be a very valuable learning experience for students.</p> <p>The potential of the Leaving Certificate Vocational Programme (LCVP) is still being explored.</p>
<p>To share effective practice, differentiation and formative assessment approaches should be introduced.</p>	<p>Very good progress</p> <p>Very good progress has been made in implementing this recommendation. The school's teaching and learning committee, led by the learning co-ordinator, has made very good use of the school self-evaluation process to develop teachers' practice in the use of learning intentions and success criteria.</p> <p>It is good practice that the board of management is kept informed of progress and that teaching and learning is a main item on the agenda of all board and staff meetings.</p> <p>A range of formative assessment practices was used very effectively in the lessons observed.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • School management and staff have made very good use of the findings and recommendations from the original WSE-MLL report to inform on-going developments in the school. A very effective collaborative approach was apparent in implementing the recommendations. • There is very good leadership for teaching and learning evident in the school. Exemplary practice was apparent in using evidence-based action planning to inform on-going developments in teaching and learning and further development of TY. 	

Recommendations

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

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