



**Whole School Evaluation - Management,
Leadership and Learning
(WSE-MLL)
in
CEIST Schools 2016 - 2019**

Sharing Recommendations and Best Practice

“A CEIST school promotes quality and excellence in teaching and learning”

“The educational needs of the students are identified and suitable programmes and curricula are provided to meet the breadth and needs identified so that all students can participate with dignity and confidence”

“The school is innovative and creative in its response to the needs of the student so that the highest standards are achieved and maintained”

“The school promotes and enables evaluation”

“Educational programmes delivered through quality teaching and learning promote the development of the whole person”

The CEIST Charter

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1. Introduction

There are 107 schools under the trusteeship of CEIST each providing an education for the children in its locality guided by the CEIST Charter. Our schools make every effort to provide this education in keeping with the CEIST core value of

“Achieving Quality in Teaching and Learning”

Internally, our schools have always been engaged in assessing and reviewing performance. Recently this has become more formalised under the School Self Evaluation (SSE) process.

Externally, “The Inspectorate of the Department of Education and Skills (DES) works to improve the quality of learning for children and young people in Irish schools, centres for education and other learning settings. A sample of all schools and centres for education is selected for inspection as part of the Inspectorate’s annual programme of inspection. The sample includes schools at all levels on the quality continuum, from schools with significant strengths to schools in which significant weaknesses are identified. Our evaluation work in schools is designed to evaluate key aspects of the work of the school and to promote school improvement.”

A GUIDE TO Inspection in Post-Primary Schools, DES 2016

From 01st September 2016 the Inspectorate introduced changes in the inspection process in Post-Primary schools and replaced the previous models.

Looking at Our School 2016: A Quality Framework for Post-Primary Schools,

is now used to inform the work of inspectors as they monitor and report on quality in schools. Evaluation models will draw on the elements of the framework that are most relevant to the focus of the model. In this way, while the framework will be used flexibly, it will ensure consistency in Inspectorate evaluations.

The Inspection Models:

A range of inspection models are now used to evaluate schools and other learning settings. These range from one-day, unannounced incidental inspections, to more intensive whole-school evaluations and inspections that follow-through on how schools have implemented recommendations made in previous inspection reports. In 2019 the Department of Education and Skills (DES) introduced inspections in relation to Child Protection Safeguarding, and Special Educational Needs (SEN). **Appendix 1.**

The DES uses a Quality Continuum of:

Weak - Fair - Satisfactory - Good - Very Good

Appendix 2.

Since the introduction of the new inspection models there have been 21 WSE-MLL inspections in CEIST schools up to July 2019.

2016-17	2017-18	2018-19
7	11	3

CEIST supports schools and Board of managements by attending both the initial meeting of the inspectors with the BOM and the feedback meeting to the BOM. The final inspection reports are also supplied to CEIST.

Each report provides a “**Summary of main findings and recommendations**” and then proceeds to give

“Detailed Findings and Recommendations”

From these reports we can see that across the Board there are very many **findings** with examples of good practice taking place in our schools, and also that there are **recommendations** which are intended to aid further development of educational provision where appropriate. We represent the **findings** and **recommendations** in red.

Text from “*Looking at Our School 2016*” and “*A Guide to Inspection in Post-Primary Schools, DES 2016*” is represented in green.

It is the purpose of this document to share these findings and recommendations with our schools in the hope that they would prove useful in assisting schools to put in place best practice and in preparing for a WSE-MLL.

We use the same headings that the DES use to evaluate and report, these are in keeping with Looking at Our School 2016, the focus of the Inspectors is on the first two:

- **Quality of school leadership and management (Dimension)**
 - ◇ Leading learning and teaching (Domain)
 - ◇ Managing the organisation (Domain)
 - ◇ Leading school development (Domain)
 - ◇ Developing leadership capacity (Domain)

- **Quality of teaching and learning (Dimension)**
 - ◇ Learner outcomes and experiences (Domain)
 - ◇ Teacher individual and collective practice (Domain)

- **Implementation of recommendations from previous evaluations**
 - ◇ Leadership and Management
 - ◇ Teaching and Learning

- **The school’s self-evaluation process and capacity for school improvement**
 - ◇ The school’s Self-Evaluation Process
 - ◇ The School’s Capacity for Improvement

Note: The letter of notification usually states:

“The evaluation of the school will cover 1) Quality of school management and 2) Quality of learning and teaching.”

The emphasis therefore is on these two Dimensions from the LAOS 2016 document. The findings and recommendations on “Implementation of recommendations from previous evaluations” and “the schools self evaluation process and capacity for school improvement” are usually quite short and factual but are none the less important.

2. Quality of School Leadership and Management

“The inspection team examines the composition and functioning of the Board of management and how it fulfils its statutory obligations. It evaluates the operation of the Board, the level of consultation with members of the school community and its role in policy development and review. Inspectors evaluate the school’s engagement with the self-evaluation process and the establishment of priorities for the development of the school.

The extent to which the school is a learning community is examined. The role of the in-school management of the school, including the role of the principal, deputy principal(s), and the middle management team in leading learning is considered. Staff engagement in school development planning, school self-evaluation, professional development opportunities, communication structures and the level of cooperation and collaboration among the school community are considered. “

A GUIDE TO Inspection in Post-Primary Schools

Leading Learning and Teaching

“School leaders:

- promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment
- foster a commitment to inclusion, equality of opportunity and the holistic development of each student
- manage the planning and implementation of the school curriculum
- foster teacher professional development that enriches teachers’ and students’ learning”

LAOS 2016: Quality Framework for Post-Primary Schools – Overview

Learning and teaching are at the heart of the educational enterprise. In keeping with our CEIST core value of “**achieving quality in teaching and learning - committed to excellence and to continually improving the quality of teaching and learning**” there is an onus on our schools to ensure that this takes place.

The vast majority of findings in the inspection reports find very favourably on our schools and are very affirmative of the great work being done by the **Senior Management Team (SMT)**, the Principal and Deputy Principal(s).

The responsibility for this process starts with the Board of Management. The inspection reports indicate that the expectation is, that the BOM is proactive in driving this agenda. Boards could ask themselves are they:

1. Unaware of
2. Aware of
3. Involved in
4. Leading

the process of improving the effectiveness of the learning and teaching taking place in the school.

Findings/Recommendations

The quality of school management and leadership provided by the Board is good; however, there is scope to extend the Board’s leadership and oversight of teaching and learning.

While the Board of management provides effective and positive support to the school and the day-to-day

operation of the school is satisfactory, there is a need for a greater focus on the leadership of learning by the senior management team and the development of positive working relationships and communication.

The Board of management is strongly committed to the school and has devoted significant time in recent years to its work; greater oversight of policy development and leadership of teaching and learning is required.

The BOM can lead learning and teaching by making itself aware of the situation in the school from the Principal's reports, educational publications, presentations from lead teachers of different programmes and initiatives such as the programme co-ordinators, School Improvement Plan (SIP) and School Self Evaluation (SSE) co-ordinators. The inspection reports often refer to the establishment of an **Advisory Board of Studies** to assist the process.

The Articles of Management state that:

"The Board shall be responsible for the setting up by the Principal of an Advisory Board of Studies, to be elected from the teaching staff".

Boards are recommended to encourage and support teachers in their professional development.

Findings/Recommendations

The Board of management demonstrates very good oversight of curriculum, attainment, and levels of progression. Subject departments present to the Board following inspection to discuss findings, recommendations and action plans for improvement. The Board has overseen a number of significant changes in teaching and learning in recent years.

Through an open and consultative management approach, teachers have taken on a number of teaching and learning initiatives. The Board has supported teachers in these initiatives by providing opportunities to avail of continuing professional development (CPD).

To support curriculum decision-making, the establishment of an Advisory Board of Studies is recommended. That Board should include representatives of different subject groupings, should review JCT timetabling supports to identify options for the school, and should gather survey data from staff, students, and parents.

The main responsibility for ensuring the quality of the learning and teaching in the school rests with the **SMT** who carry out the process on behalf of the BOM. The Principal and SMT must make themselves aware of the current educational state of play as indicated in DES circulars and guidelines, NCCA papers, PDST in-service, management body bulletins and other third level supports and initiatives.

We are currently in a time of great change and transition. New NCCA courses such as the New Junior Cycle Framework, which is more student centred, are coming on stream which require schools and teachers to adopt new practices and methodologies.

At the same time the inspection reports refer to a broad and balanced curriculum which should be reviewed in line with school/student needs continuously.

It is the role of the Principal and the SMT to facilitate and resource these changes and transitions by

1. Setting the agenda
2. Action Planning
3. Supporting and providing staff with opportunities to carry out the agenda
4. Evaluate/review progress
5. Improve/update

It is acknowledged that there is a huge amount of expertise in schools among staff and it is seen as good

practice for teachers to share this among themselves in informal and formal ways. Schools may also benefit from the accommodation of school placement for PGDE students who bring new/contemporary methodologies and planning strategies into the school.

Findings/Recommendations

The senior management team promotes a culture of sharing of teaching expertise. The 'pineapple timetable', a timetable to structure and promote peer observation of lessons, is becoming embedded. The number of teachers sharing practice in this way is increasing. Since September, over one hundred lessons have been shared with great potential for modelling of effective practice and to inspire dialogue for improvement.

Senior management has demonstrated very effective leadership in leading teaching and learning, advancing subject department planning and upgrading the school facilities.

Senior management should more actively promote and lead teaching and learning, particularly in the areas of differentiation and active learning, building on the good progress made to date.

A broad and balanced curriculum is provided by the school built on student choice, including a highly subscribed TY programme that supports students' holistic development; no collective planning or formal review of TY subject plans take place currently and assessment arrangements for those subjects are not clearly communicated to students and learners at the outset of the programme.

The senior management team has been very proactive in leading learning and teaching, guiding the school to engage very productively with initiatives in special education, and in school self-evaluation. A supportive learning community has evolved in the school. Staff share expertise through peer digital tutoring and delivering inputs at staff and Board meetings. A number of teachers who do not hold posts of responsibility are also leaders in school life.

Schools are recommended to have evidence of linking the process with the SSE/SIP planning. We see this again in the section on the school's self-evaluation process.

In addition to improvement plans linked to SSE, additional teaching and learning initiatives are being implemented by a series of staff teams. It is recommended that this work would benefit from the greater inclusion of two fundamental elements of SSE - a linking to context-specific data, and monitoring and evaluation. It is further recommended that the teaching and learning committee should consider how the valuable work emerging from the various teams might be combined into common, shared teaching and learning improvement plans.

Student Support is also a very important element in the learning and teaching process and also includes the support provided outside of the classroom with support programmes and structures such as pastoral care systems and home-school links.

In her book, written in association with the ESRI and published by Oak Tree Press in 1999, "**Do Schools Differ? Academic and Personal Development among Pupils in the Second-Level Sector**", Dr. Emer Smyth states that:

"...students tend to do better academically and are less likely to drop out when they are more integrated into school, for example, through pupil councils/prefect systems or informally through extra-curricular activities."

Findings/Recommendations

Very good student-support structures are in place. Senior management works closely with the student-support team to provide an individualised response to support needs as they arise.

The home-school-community-liaison (HSCL) co-ordinator works very effectively with parents and guardians. Parenting training and other self-development initiatives, to encourage parents to engage positively with the school and to support the students, are provided. Parents who avail of these services value them highly.

To enhance students' learning, and to support their holistic development, teachers provide a comprehensive programme of co-curricular and extracurricular activities, with the menu of options growing in response to emerging needs.

Special Educational Needs (SEN) is an area that the inspectors continually refer to in their recommendations on learning and teaching. As this is an area of increasing importance and attention the DES is introducing a stand alone SEN Inspection model.

SEN is an area in which can which demonstrate the inclusive ethos of our schools in line with our CEIST values and ethos.

Findings/Recommendations

Support for students with SEN is good. The school has a very inclusive ethos. A highly committed coordinator leads a core SEN team. Good initial identification strategies are in place, including very good liaison with primary schools and analysis of standardised assessment scores. Tracking of outcomes for students with SEN is under review. However, management of SEN requires improvement in some areas.

It is recommended that a SEN strategy and vision is in place. Appropriate use of resources and allocations are examined as are teaching methodologies.

Findings/Recommendations

There is a high level of expertise in the school in the area of special educational needs (SEN); the further development of a systematic, coherent vision for SEN provision now needs to be progressed.

The use of the school's allocation for SEN students should be addressed to ensure the appropriate allocation of resources aimed at maximising the benefit for these students.

*Provision for students with SEN should be benchmarked against the six principles enshrined in the new resource allocation model and the requirements outlined in **Circular 0014/2017** Special Education Teaching Allocation.*

The continuum of support framework should inform more inclusive approaches to planning provision for students with SEN, as appropriate.

*The time allocation for students with additional needs should be used in its entirety to provide additional supports for these students in accordance with **Circular 14/2017**.*

Appendix 3

It is important to have a **core team of qualified SEN teachers** with a coordinator ensuring the SEN provision. The teaching methodologies should also be appropriate to the needs.

Findings/Recommendations

A core team of qualified SEN teachers should be established to deliver SEN support and school management should consult with the SEN co-ordinator when preparing the whole-school timetable, to ensure that all SEN and EAL resources are used for the purposes intended.

A review of the structures and practices in place to support students with SEN should be undertaken to ensure that provision is driven by a core team of teachers leading the planning and delivery of support to students, by more structured communication protocols, and by best fit between available curricular programmes and students' needs.

There is a clear need to reduce the number of teachers involved, and to establish a core, relatively static team of self-selected, interested teachers who are either experienced in the area or are willing to upskill. A smaller team would also support enhanced review of students' progress.

The school should review the current range of SEN supports with a view to re-introducing cooperative teaching, and explore means of building further capacity to support relevant students.

Support to students is provided predominantly through withdrawal on a one-to-one basis or in small groups. Additional modes of provision, such as team teaching, should be included so that, where possible, learners' needs are met in a more inclusive manner in line with the continuum of support framework

Provision for students with additional needs should be aligned more closely with their specific, identified needs.

Managing the Organisation

“School leaders:

- establish an orderly, secure and healthy learning environment, and maintain it through effective communication
- manage the school's human, physical and financial resources so as to create and maintain a learning organisation
- manage challenging and complex situations in a manner that demonstrates equality, fairness and justice
- develop and implement a system to promote professional responsibility and accountability”.

LAOS 2016: Quality Framework for Post-Primary Schools – Overview

The findings on Managing the Organisation are very positive for our schools. Two areas of responsibility are generally looked at in more detail.

Governance:

Meetings, minutes, decisions, finances, responsibility to patron/trustee and general oversight are commented on very favourably.

Findings/Recommendations

The Board is properly and democratically constituted, and related roles and responsibilities are well understood by the members. Meetings are regular and well attended. Business is informed by proper procedure. Detailed discussion, together with members' openness to unpacking differing opinions, supports consensual decision making. The principal keeps the Board well informed in relation to school life, the associated successes and challenges, and also requirements and statutory obligations.

The quality of governance is very good. Many members of the Board have strong personal links to the school and are deeply committed to the school's continuation and development. Board minutes reflect a focus on prudent budgeting and accounting for financial resources, on reporting to the trustees, on child protection reporting, and on seeking presentations and reports on aspects of teaching and learning.

The Effectiveness of the SMT:

The reports on the effectiveness of the SMT are also very positive and affirm the hard work and commitment of the team.

Good practice is noted when the Principal and Deputy Principal(s) are seen to be working very closely together as a team ensuring that the day to day running of the school is well managed and with a clear vision of what they want for the school. Where there are 2 or more Deputy Principals the roles and duties of each should be clearly defined.

Findings/Recommendations

The principal and deputy principal work very well as a team, and the day-to-day running of the school is very good.

The quality of school leadership and management is very good; at the organisational level, this quality is exemplified by the way in which the school runs in a very organised and efficient manner, and with a strong vision; at the individual level, this quality is exemplified by the range of opportunities, challenges and supports the school provides for students.

The overall quality of leadership and management is very high, guided by a highly effective senior management team; while very good quality school policy and decision making is in place, a gap in awareness of this among parents was identified during the evaluation.

Senior management should distribute leadership and management responsibilities which encourage and support partnership and collaboration through working in teams, in line with Circular 003/18.

Areas that regularly come in for comment in managing the organisation are:

Structure of the timetable:

The Board manages the school appropriately, and the leadership team effectively oversees the day-to-day running of the school, but a number of possibilities for improvement exist, including the important aspect of timetabling ...

The construction of future timetables should be better informed by best practice principles, the concerns identified in the report, and the suggested staff consultation.

*There is a need for a full review of the school's curriculum with a view to addressing timetabling shortfalls and taking into consideration the requirements of **Circular Letter 15/2017**.*

Appendix 3

*Practices such as a staggered start to the school year, occasional half-days and early holidays for some year groups at the end of the year which mean that all classes are not receiving their full tuition entitlement of 167 days in line with **circular M29/95**, Time in School should be discontinued.*

Communication and engagement with the school community, where it is recommended that there be more sharing of information on day to day school activities, policies, plans, reports and a sharing of the school vision:

Multiple, effective communication systems are in place, with a well-planned, annually updated school journal as the cornerstone. Teachers who completed a questionnaire agreed that there is very good communication among staff. Both parents and teachers agreed that the school is well run.

The school should review its communication strategy with a view to enhancing communication and collaboration between stakeholders, the sharing of information and the participation of all stakeholders, including teachers, parents and students, in the work and decision making processes in the school.

Reporting from the Board to parents on the Board's key decisions and from the school to parents on school policies and procedures needs to be further developed.

The Board and senior management need to explore and implement strategies to enhance the level and quality of engagement between the school and the parents' association and the wider parent cohort.

The Board of management and senior management should lead school development planning in order to ensure that the school's guiding vision, goals and expectations for improvement are articulated and communicated.

Distributed leadership. *(This also is commented on in Developing Leadership Capacity)*

The overall quality of school leadership and management is very good, and there is a culture of improvement, collaboration and distributed leadership; however, there is scope to develop cross-functional collaboration of the middle leadership team.

The principal and three deputy principals effectively oversee the day-to-day running of the school. There is scope for development in terms of their management of: curriculum-related planning; the related aspects of timetabling and deployment; and provision for students with SEN.

Mechanisms should be put in place to ensure that the views of all teachers are further included in the decision-making processes in the school.

Leading School Development

“School leaders:

- communicate the guiding vision for the school and lead its realisation
- lead the school's engagement in a continuous process of self-evaluation
- build and maintain relationships with parents, with other schools, and with the wider commu-

- nity
manage, lead and mediate change to respond to the evolving needs of the school and to changes in education”

LAOS 2016: Quality Framework for Post-Primary Schools – Overview

School Development has two main aspects to it:

1. The development and review of policies
2. Planning and prioritising for the future

Our Boards are seen to be very supportive, loyal and committed to the vision of our schools and are involved, to varying degrees, in leading school development.

Note:

The findings in relation to the commitment of Boards and SMT’s to the CEIST Vision and Values is very heartening and shows that the CEIST Charter is at the heart of school life and school development. It is important that Board members attend CEIST in-service on the role of the Board in supporting CEIST values and ethos so that the Board can influence the direction and development of the school in line with the CEIST Charter.

The CEIST charter is evident in all aspects of school life and the whole-school community demonstrates a sense of pride in the traditions of the school; the quality of care for students is of a very high standard.

The Board has developed a school plan that seeks to achieve the CEIST values of providing a holistic education in the Catholic tradition. Effective links with CEIST support this aim.

The senior management team is deeply conscious of leading the school’s implementation of its CEIST values and of continuing to adapt its curriculum to ensure the development of the school, while linking with community needs and causes.

The trustee body CEIST, Board of management and school leaders are very proactive in establishing and maintaining the guiding vision for the school, inviting the whole school community to engage in a collaborative planning process, thus fostering joint ownership of the school’s five-year strategic plan.

Once again the reports indicate that the inspectors have the expectation that the Boards will play an active role in leading school development and in ensuring oversight of these processes.

Findings/Recommendations

The Board of management is committed to the school's vision of providing a high quality, holistic learning experience for students.

The Board of management should develop an action plan to oversee the agreed priorities for its term of office, and its self-evaluation practices should now focus on a critical appraisal of teaching and learning.

The current Board of management demonstrates a strong sense of loyalty and commitment to the school and is very supportive of the senior management team; strategic action planning is now needed.

The Board is expected to ratify the policies appropriately ensuring that the policies are in line with DES guidelines and in line with current legislation. Eg Admissions Policy, Expulsion/Suspension Policy.

Findings/Recommendations

Developmental priorities, which have been compiled through consultation with all partners, have been identified by the Board. It is recommended that the Board prepare action plans relative to all priorities.

The work of the Board of management is very good; it oversees the implementation of a very comprehensive strategic plan which exemplifies the astute identification of priorities, target-setting and accountability measures in place.

In developing the school plan, the Board should adopt a systematic policy development review cycle to ensure that all policies are in place and up-to-date.

The Board of management should take a proactive role in leading the development of an over-arching action plan to support the achievement of school priorities, including the development of whole-school policies, with progress reviewed regularly.

The bulk of the work in school development of policies and plans is undertaken at school level by the SMT. The inspectors comment on the quality and effectiveness of the SMT in doing this.

Findings/Recommendations

The senior management team is highly committed to the future development of the school; currently, the focus is on the further development of the wellbeing programme.

The senior management team keeps up-to-date with evolving requirements and plans proactively for change. Commendably, it prioritised evidence of the specific teaching and learning needs of the school, along with the relevant circular and the quality framework Looking at Our School 2016, in the recent review of middle-management posts of responsibility. Maximising the contribution of middle management will be vital to help school management continue to grow the school's twin educational tracks of second level and further education.

A key element of the school's renewal has been the attention paid by the senior management team to strengthening relationships with parents and with the wider community. Survey returns from parents show that they are happy with the school overall. Parents interviewed reported that the principal's inputs at all parents' council meetings are highly valued and that there is good communication with parents about school events and students' progress. Areas for exploration include the Board's reporting to parents, advice received from the school to support subject choice and the school's consultation with parents if a child needs extra help.

Strategic planning is well advanced; the high-quality strategic plan identifies six areas for improvement. Each member of the senior management team has two areas of responsibility to lead and manage, in conjunction with the school improvement team. This is very good practice.

Leading school development is an area which attracts many recommendations for improvement. Many of the reports indicate the need for **streamlining plans and priorities**.

Given the huge amount of work that has taken place in our schools since the introduction of Looking at our School 2016, SSE and JCF it could be the case that there are a lot of pieces of work that need to be linked and merged into more larger cohesive documents/plans.

It is recommended that plans have targets/goals and that these need to be SMART, Specific, Measurable, Achievable, Relevant and Timebound.

Findings/Recommendations

The planning around the school's development priorities should be streamlined and shared more widely with stakeholders; planning structures will need to be reviewed in order to meet the priorities into the future.

The school's development priorities are in need of streamlining in terms of clearer timeframes and target setting in some cases. The development priorities should also be shared more widely with stakeholders. The Board of management should formally meet with the student council and parents' association as one of the ways in which stakeholders can assist the school in realising its goals and vision. The school should seek to expand on the ways that parental views on school matters can be obtained, such as increasing parental involvement in policies and the SSE process. Main recommendations from this report should be added to the school's priorities. Planning structures will need to be reviewed so that time can be given to meet these priorities into the future.

The school's strategic plan is in need of streamlining so that timeframes, targets and actions to be undertaken are clearer. The priorities should also be shared more widely with stakeholders so that they may assist the school in realising its goals and vision.

The quality of leadership and management provided in some other key areas requires improvement: these include school development planning, deployment of teaching resources and the communication of a guiding vision for the school.

The quality of school management and leadership is good, though there is a need for senior management and the Board to streamline the school development priorities.

Again the inspectors comment on the **sharing of the outcomes** with the wider school community by use of **ICT, Website, Newsletters, Information Sessions**. This is an area identified for further improvement.

Findings/Recommendations

Communication structures are in place with a regularly updated school website, a social media presence and a school newsletter all available. However, survey results suggest that there may be communication issues between various partners in the school. Moving forward, the school should review its communication strategy with a view to enhancing communication and collaboration between the relevant school stakeholders, the sharing of information and the participation of all stakeholders, including teachers, parents and students, in the work and decision making processes of the school. The school should also consider how the use of information and communications technology (ICT) can be leveraged in the establishment of more effective channels of communication.

While information distilled from a very good quality school plan, policies, curricular information and decision making is made available to parents through newsletters and information evenings by the school, a gap in awareness of this among a number of parents was identified in responses to an evaluation questionnaire. Follow-up exploration by school management of this gap is advised. To help all stakeholders understand the vision for the school and lead to its realisation, it is recommended that school policies, school improvement plans, school calendar of activities, curricular and guidance information and student achievements be uploaded to the school's website.

The Board and senior management should oversee the SSE process more effectively; they should develop a

more strategic approach to the development plan, share the plan more widely with stakeholders and ensure the targets set are tied to time-bound action plans.

Communication with and the involvement of students and parents should be extended, particularly in the areas of school self-evaluation (SSE) and academic tracking goals

A revised version of the school's draft strategic plan should be shared with all stakeholders, a digital learning plan should be developed, and the school's draft assessment plan should be broadened to include new practices arising from the Framework for Junior Cycle.

Multiple, effective communication systems are in place, with a well-planned, annually updated school journal as the cornerstone. Teachers who completed a questionnaire agreed that there is very good communication among staff. Both parents and teachers agreed that the school is well run.

Developing Leadership Capacity

“School leaders:

- critique their practice as leaders and develop their understanding of effective and sustainable leadership
- empower staff to take on and carry out leadership roles
- promote and facilitate the development of student voice, student participation, and student leadership
- build professional networks with other school leaders”

LAOS 2016: Quality Framework for Post-Primary Schools – Overview

Leadership Capacity is seen by the Inspectorate to include both the development of **staff and student leadership capacity**, with the emphasis on staff. The Board and the SMT are encouraged to be supporting and empowering leadership capacity.

There is much positive commentary on our schools fostering student leadership capacity. This is being done through the provision of structures and supports and also by facilitating the **student voice**. Sometimes the student survey indicates that there appears to be a disconnect with students being given leadership roles but not having real responsibility or having a student voice but not being responded to in a genuine way.

There may be a need here, for schools to point out and show areas where in fact the student is having an impact on decisions, such as when students are surveyed about subject choice and then are accommodated in the subject option bands, and a need to explore other areas where students in reality don't have a real say.

Findings/Recommendations

The recent inclusion of students on key committees is testament to the finding that students' views are valued.

Students avail of leadership opportunities through their roles as mentors, prefects, TY library leaders, and as lighthouse leaders where they support primary school pupils through preparation for Confirmation. There is a recently expanded student council. There are also leadership opportunities for students through participation in extra-curricular activities.

The leadership capacity of students is developed effectively through a range of initiatives, especially through the student voice and student leadership groups in place. While students were observed to be generally very articulate and able to express themselves, just over half of students surveyed perceived that they do not have a say in how things are done in the school. The Board has identified a need to improve consultation mechanisms between school management and students; this should be a priority for development.

Many students articulated their views confidently; however, student voice and participation are not well established in school practice.

A meaningful class tutor system needs to be developed and the student council's leadership role needs to be extended.

At staff level this is done through **distributed leadership** and provision of training/support. This training can be through CPD and support can be in the form of a **Mentoring Strategy** by the SMT.

The recent Circular Letter 0003/2018 has created new structures and opportunity to develop “**high quality leadership**”. This circular is and will be referred to on an ongoing basis as it gives good guidance on setting up quality meaningful middle leadership structures that will assist and skill staff to progress to senior leadership roles.

Findings/Recommendations

It is very good practice that the senior management team reflects and critiques their professional practice and supports each other.

The principal encourages and empowers teachers to take on leadership roles outside the formal middle management structures, thus building leadership capacity within the school. It is commendable that new members of staff, and staff taking on new roles, are mentored by the senior management team. There is a very good induction programme for new teachers which includes lesson observation, discussions about teaching and learning, and provision of resources including an excellent staff handbook.

Staff teams operate in a number of areas which include policy review, school development, school self-evaluation (SSE) and an advisory Board of studies. The recently created wellbeing team is providing high quality leadership in that new curricular area. A number of individual teachers are following post graduate educational qualifications as part of their own CPD strategy and this is actively encouraged by the school. The Board should ensure that CPD is focused on building capacity in priority areas which have been identified by the school.

The teachers reported that collegiality among staff members is very high and that they are encouraged to avail of CPD opportunities. There is high uptake of CPD by teachers. The practice of sharing the learning from external CPD is well established and teachers update their peers regularly on the progress of initiatives in the school. Post holders reported that they are consulted and meet weekly with the senior management team.

It is recommended that the roles and duties be linked to the needs and priorities of the school in line with best practice as set out in LAOS 2016, and that they have a leadership/management aspect and are not just functionary.

Findings/Recommendations

In the context of the expansion of the senior management team, the duties attached to posts of responsi-

bility and in particular the duties associated with the deputy principal roles should be adjusted to maximise their focus on leadership and management responsibilities.

Senior management should facilitate more opportunities for distributed leadership, with particular emphasis on creating a more meaningful middle leadership role for assistant principals; the staff in turn should embrace such opportunities to progress a partnership approach to school development.

The posts of responsibility should be reviewed to ensure that they closely align with the most pressing current and emerging school needs; the school is in a strong position to do this due to the work that has been invested in compiling a draft school action plan.

The Board can play an important role here by **supporting CPD**. Boards are encouraged to have a staff in-service assistance policy whereby it can offer financial subvention to help alleviate the cost to the teacher in recognition of the fact that the school will benefit in the end.

Findings/Recommendations

A significant cohort of the teaching staff has engaged in further study and, notably, the Board of management has provided financial assistance to teachers to pursue further study relevant to the needs and priorities of the school. The results of teacher questionnaires issued during the evaluation indicate that the vast majority of teachers feel that they are encouraged to avail of professional development opportunities. There is a high level of involvement with the variety of subject associations and an evident willingness to contribute to new initiatives.

Senior management has a high degree of support from the Board and staff and it demonstrates effective leadership in a range of areas especially in relation to developing leadership capacity among the staff.

3. Quality of teaching and learning

“The WSE-MLL team evaluates the quality of teaching and learning in the lessons observed as an indicator of the overall quality of teaching and learning in the school. When evaluating teaching and learning, the evaluation team looks at methodologies, classroom management, classroom atmosphere, assessment practices, students’ engagement in lessons and the quality of learning and students’ achievement. The team also evaluates evidence of planning for teaching and learning and takes account of self-evaluation relating to work in classrooms. The inspector may also interact with students and review samples of students’ work.

The quality of planning and preparation at individual teacher, subject department and whole-school levels is also reviewed as well as the in-school assessment procedures that are in place. As part of the review of self-evaluation in the school, the analysis and planning based on student achievement, both by individual teachers and at whole-school level, are evaluated.”

A GUIDE TO Inspection in Post-Primary Schools

As already mentioned teaching and learning is at the heart of what we do in our schools. Reports indicate that the quality of learning and teaching is in the good/very good category in most cases. There are exceptions in some classes, satisfactory/fair, when the lessons are usually more “lecture style or teacher-centred”.

When giving an overall comment such as:

“The overall quality of teaching and learning was good: this ranged from very good teaching in a significant minority of lessons to satisfactory practice in a small number of lessons.”

the inspectors find an average standard of all classes/lessons observed, in this case producing an overall good comment.

If there was a significant number of classes/lessons in the very good category this would pull the overall comment up to a very good such as in the following report.

Overall, the quality of observed teaching and learning was very good. A wide range of methodologies and teaching approaches was used.

Sometimes the inspectors use the term “exemplary/outstanding”, which indicates that the teaching or learning is of a particularly high standard.

*The quality of teaching and learning was good or **exemplary** in most lessons with satisfactory or fair practices evident in a small number of lessons.*

*The quality of teaching and learning in the majority of observed lessons ranged from very good to good, and in a significant number of lessons, the quality was noted as **outstanding***

Sometimes it is a mixed bag.

The quality of teaching and learning ranged from very good to weak; good to exemplary practice was noted in almost half of the lessons observed, weak practice was observed in a few lessons, while practice in the remaining lessons limited students’ opportunities for active participation in their own learning.

The quality of teaching ranged from good to excellent across most lessons, with satisfactory or fair practice evident in a small number of lessons.

Learner Outcomes and Experiences

“Students:

- enjoy their learning, are motivated to learn, and expect to achieve as learners
- have the necessary knowledge and skills to understand themselves and their relationships
- demonstrate the knowledge, skills and understanding required by the post-primary curriculum
- attain the stated learning outcomes for each subject, course and programme
- engage purposefully in meaningful learning activities
- grow as learners through respectful interactions and experiences that are challenging and supportive
- reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
- experience opportunities to develop the skills and attitudes necessary for lifelong learning”

LAOS 2016: Quality Framework for Post-Primary Schools – Overview

New subject specifications, at both Junior and Senior Cycle, are directed at improving student development and attainment of skills and independent learning thus moving away from dependence on rote learn-

ing and memorisation. The inspectors look for evidence of the use of practices such as **student centred learning, collaborative learning, group work, peer work, pair work, assessment for learning, formative assessment, ICT in the classroom.**

Findings/Recommendations

Learner outcomes and experiences were very good. Students participated in collaborative activities in most lessons observed and they demonstrated very good group and pair work skills.

Where best practice was observed the lessons were dynamic environments where students were active participants in their own learning. They demonstrated keen interest in the subject and a strong desire to learn more. This was supported in many instances by the opportunity to research and present their work during the lesson

Further developing the use of assessment for learning and extending the use of formative feedback with students, orally and in writing, are recommended to further develop teaching and learning.

Student Centred Learning.

Findings/Recommendations

Students' learning was best supported in lessons where there was a high level of student-centred active-learning approaches; student outcomes could have been improved in a small number of lessons with better planning.

Teaching and learning was good overall and ranged from very good to satisfactory in the lessons observed; the best lessons included opportunities for students to use their voice, collaborate, research, and reflect on their learning.

The quality of learning was good overall, and was found to be very good in instances where students were actively engaged in their lessons and effective structures were used to support active learning methodologies. The quality of learning was generally good or very good and a very positive rapport between students and teachers was evident

Student attitude, engagement and reflection on their learning. The learning environment and student teacher interaction are also important.

Findings/Recommendations

An extremely positive learning atmosphere was observed. Interactions were warm, pleasant and respectful.

Students' learning was of good or very good quality in almost all lessons observed, with the learning environment being of very high quality and students' attainment being very good.

The standard of learning was generally good or very good and learning was supported throughout the school by very positive student-teacher interactions.

The standard of student learning was good or very good in most of the lessons observed, aided by exem-

plary levels of student behaviour and application.

Differentiation. Given the range of students with different abilities and prior knowledge sitting in our classrooms, particularly in mixed ability classes, differentiation strategies are a necessary part of a class planning, lessons, and are looked for during the inspection.

Findings/Recommendations

The overall quality of learning is high, including very good practice observed in the majority of lessons; while learner outcomes for the more and less able were supported through differentiation strategies in some lessons, this is an area where learning needs to be supported in all lessons.

Teachers should provide a good balance between higher-order and lower-order questions, and should engage students in purposeful activities which promote student voice.

High-quality learner experiences, differentiation supports, and assessment for learning practices need to be implemented consistently in all lessons.

Provision for students with additional learning needs is effective overall and this aspect of provision has been prioritised by the school itself as an area for further development; there is scope to ensure learner support that is more closely aligned with identified needs.

The overall quality of teaching and learning is high, including very good practice observed in the majority of lessons and satisfactory practice observed in a small number of lessons; there was scope to improve aspects of assessment and differentiation support in some lessons.

Findings/Recommendations

While the use of learning intentions is well embedded, use of success criteria is less well accommodated. It is recommended that all tasks assigned to students are informed by an explicit sharing and discussion of the related criteria for success.

Teacher Individual and Collective Practice

“The teacher:

- has the requisite subject knowledge, pedagogical knowledge and classroom management skills
- selects and uses planning, preparation and assessment practices that progress students’ learning
- selects and uses teaching approaches appropriate to the learning intention and the students’ learning needs
- responds to individual learning needs and differentiates teaching and learning activities as necessary.”

LAOS 2016: Quality Framework for Post-Primary Schools – Overview

The inspectors look at and report on teacher individual practice and collaborative practice separately.

Individual Practice

The quality of teaching is predominantly reported as being in the very good/good range with a lesser number of lessons being in the satisfactory or fair. The use of exemplary/excellent is often used to indicate particularly good practice that is found in many of our schools.

Findings/Recommendations

The standard of teaching was good or very good in most of the lessons observed with excellent practices noted in some lessons; Practice was found to be satisfactory in the remainder of lessons.

The quality of teaching and learning ranged from satisfactory to very good in the lessons observed; the majority of lessons being satisfactory or good.

The quality of teaching was good overall; good or very good practice was observed in most lessons, though satisfactory or fair practices were observed in a small number of lessons.

As mentioned in the previous section the planning and methodologies used in the classroom are inspected as per normal subject inspections.

The inspectors comment favourably when there is evidence of linking the lesson plans, to the learning intentions/outcomes and use of a variety of methodologies, thus optimising the impact on learning. In particular AFL and Formative Assessment are encouraged.

Findings/Recommendations

Teachers' individual practice is of a very high standard. Lesson planning and preparation were found to be very good overall. A very wide variety of methodologies was used to engage learners. While it is good that teaching and learning strategies were varied, there was scope to improve the effectiveness of some of the strategies to optimise their impact on learning.

Subject department planning is well established. A subject plan template is available and most subject departments are currently using this resource. Schemes of work are of variable quality. Best practice was observed in schemes that outlined learning outcomes for units of work and have associated methodologies, key skills and rationale included. This practice should be extended across the school. Almost all plans included analysis of certificate examination results which is good practice. There is now a need to identify how this analysis will inform change in teaching practice and impact long term improvement.

While the teachers of English, Science and Business are teaching the new Junior Cycle specifications for these subjects there was limited evidence that subject plans are based on the strands and learning outcomes of the new specifications.

To fully progress previous recommendations, all teachers should develop formative assessment practices and consider how to differentiate the level of challenge for students. Areas for further improvement in teaching and learning include effective use of learning intentions, better structures around collaborative learning and strategies that develop formative feedback to students.

Student centred learning.

Findings/Recommendations

All teachers endeavoured to ensure a good balance between instruction and student activity. Pair or group work was observed in all lessons, and its purpose and the intended learning was generally, but not always, clearly communicated.

Teachers generally should reflect on the balance of student-centred versus teacher-centred activities in their lessons and plan for a greater use of student-centred active learning strategies.

Teachers should promote a student-centred learning environment in which students are active, collaborative, challenged and reflective participants in their own learning.

While observed in some instances, all teachers should ensure that lessons are consistently student-centred, differentiated and that they promote active learning.

Differentiation in the classroom

Findings/Recommendations

Teachers should plan and implement differentiated student-led strategies in lessons to appropriately challenge and extend learner's of all abilities, and to encourage a greater level of learner autonomy.

The assessment practices that engaged students as critical thinkers and the differentiation strategies supporting both more and less able learners that were observed in a number of lessons need to be extended to all lessons.

Further improvements in teaching and learning practices are needed in the areas of active learning, differentiation strategies and assessment for learning (AFL).

Assessment and Feedback Strategies (AFL, formative feedback, summative feedback, effective questioning, blended feedback).

The quality of teaching and learning was good or very good in most lessons, with satisfactory or fair practice evident in a small number of lessons; assessment for learning (AFL) is an area that requires improvement.

The overall quality of teaching is high, including very good practice observed in the majority of lessons; there was scope to improve aspects of assessment in some lessons.

Areas for further improvement in learning and teaching include differentiation, assessment for learning (AFL), and active learning.

Students should be provided by their teachers with more formative feedback on their work in relation to accuracy, presentation, areas for improvement and the effort made.

Teachers should further develop their approaches to the assessment of students' learning in lessons including focusing on more effective questioning and providing more regular formative feedback on students' work.

Further developing the use of assessment for learning (AFL) and extending the use of formative feedback with students, orally and in writing, are recommended to further develop teaching and learning.

Collaborative Practice

“The teacher:

- has the requisite subject knowledge, pedagogical knowledge and classroom management skills
- selects and uses planning, preparation and assessment practices that progress students’ learning
- selects and uses teaching approaches appropriate to the learning intention and the students’ learning needs
- responds to individual learning needs and differentiates teaching and learning activities as necessary”

LAOS 2016: Quality Framework for Post-Primary Schools – Overview

It is recommended that there is **evidence of collaborative practice** between teachers and within subject departments. A lot of shared practice takes place informally through staffroom conversation. However there should be structures in place to allow for formal sharing of practice backed up with **documented evidence in policies/strategies and records of meetings**.

There is plenty of evidence of teachers sharing good practice and of peer to peer CPD which is acknowledged and encouraged.

Findings/Recommendations

Teachers sharing good practice.

The highly effective teacher collaboration in place should be extended to help ensure that all whole-school agreed classroom strategies impact optimally on students’ learning.

In order to consolidate and extend the very good teaching observed in lessons, formal strategies for teachers to share such practice and learn from each other should be further developed.

Overall, the quality of learning and teaching was good in the lessons observed; however, there are opportunities for teachers to share best practice and pedagogic strategies on a more formal basis.

The teaching and learning committee should consider how the valuable work emerging from the various staff teams might be combined into common, shared teaching and learning improvement plans.

Good practice should be incorporated into a whole school policy/strategy and rolled out to other teachers and subject departments through in-house CPD.

Overall, the quality of teaching and learning was very good; while the impact of whole-school initiatives was very evident in most of the lessons observed, there was scope to optimise consistency of implementation, in a minority of lessons, with regard to some agreed whole-school strategies.

Lessons learned from the many, excellent initiatives in teaching and learning should now be consolidated into manageable key strategies that can be embedded into teaching and learning practices in a sustainable manner for all teachers.

A whole-school assessment policy which provides for a greater variety of homework tasks and a wider range of assessment modes, blending formative and summative assessment, is needed.

Sharing learning intentions and success criteria are recommended.

4. Implementation of recommendations from previous evaluations

“The WSE-MLL team examines how successful the school has been in implementing the recommendations of previous subject, programme and whole-school evaluation reports and inspection visits with regard to the management of the school and to teaching and learning. The school’s level of engagement with the main recommendations regarding the management of the school, staff, students and facilities and the impact of the implementation of these recommendations is evaluated. The team also reviews how the recommended good practice in specific areas has been disseminated to other areas of the school. “

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Our schools are very good at following up on and implementing the recommendations from previous inspection reports. This is an area that attracts comment on the degree to which schools have implemented the recommendations. This area can often be work in progress. Again there is an onus on the Board, along with the SMT, to oversee the implementation. This would indicate that schools should look very closely at the detail of the recommendations and plan.

...the patron or trustees of the school also have a responsibility to ensure that effective follow-up action is taken .

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If Follow-Through inspections indicate that a school is seen to be negligent in implementing the recommendations the **patron may be notified by the DES.**

Leadership and Management

The Board of management, as part of its agenda for school improvement, should discuss the findings and recommendations of the report and should, along with the school principal, plan for and oversee the implementation of the actions needed to address the report’s recommendations. The report along with other types of evidence gathered by the school should also be used by the school to inform its self-evaluation processes and its planning for improvement and development.

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Findings/Recommendations

The school has worked to address four of the seven key recommendations pertaining to leadership and management provided in the 2009 WSE report.

The school’s implementation of previous inspection recommendations is very good overall.

The school has made good progress in implementing recommendations from previous evaluations.

The implementation of recommendations from previous report is generally good, but there are a number of important recommendations that still require attention.

Some very good progress has been made in the implementation of previous recommendations and the school self-evaluation (SSE) process is having a positive impact on school improvement.

Much work remains to be done in implementing the recommendations from previous evaluations, particularly those relating to leadership and management. The manner in which student absences are recorded and managed remains an issue of significant concern.

Many recommendations from previous inspections have been followed through, however some are outstanding or in need of further review and implementation.

Communication with and the involvement of students and parents should be extended, particularly in the areas of school self-evaluation (SSE) and academic tracking.

While some previous recommendations have been fulfilled, overall, there has been limited implementation of recommendations from previous inspection reports.

Teaching and Learning

There are two elements in response to this:

1. The subject teachers implementation of recommendations made at the time of the inspection. This is usually in relation to teaching methodologies and pedagogy
2. The subject department's implementation of the recommendations in the report. This should be addressed through subject department planning with in the SSE process and can be more school wide in its implications.

Findings/Recommendations

Overall implementation of previous recommendations is good, but there remains scope to improve assessment and differentiation.

The school has made progress in implementing recommendations from previous evaluations and in advancing the school self-evaluation (SSE) process, however there was little evidence of whole-school implementation of classroom strategies that were agreed in the school improvement plan (SIP).

There has been a good level of progress in the implementation of recommendations from previous evaluations.

In further advancing SSE practices in the school, the six-step SSE process should be used to ensure that the continued implementation of national curricular changes has the desired impact on the learners' experience in the classroom.

5. The school's self-evaluation process and capacity for school improvement

School self-evaluation and capacity for school improvement are reported on separately.

The School's Self-Evaluation Process

"The WSE-MLL team assesses the self-evaluation processes currently taking place in the school, the level of engagement in these processes by the school's stakeholders and how the processes have impacted on the work of the school and the quality of learning. The WSE- MLL team evaluates how targets for improvement are set and monitored within the school and the overall effectiveness of the school's strategies for the assessment and monitoring of student achievement."

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Here again we see that the inspectors look at the role of the Board in the SSE process. This links with Leading School Development domain under the Quality of School Leadership and Management dimension.

Findings/Recommendations

The Board of management supports the school well, though there is a need for the Board to have a greater oversight role in relation to the school self-evaluation (SSE) process, analysis of student outcomes and further developing the school's priorities.

The school has engaged very actively with school self-evaluation and has significant strengths in term of its capacity for managing and implementing an improvement agenda.

Some very good practices in relation to school self-evaluation (SSE) are in place, however they are inconsistent.

The school's SSE work should be re-focussed on learner outcomes, and the Board should then communicate to the wider school community its plans in relation to school improvement in the context of SSE.

The quality of the school's SSE process and capacity for school improvement is very good but there is potential to use SSE to consolidate and merge the work of the school's many teaching and learning focussed teams.

School self-evaluation (SSE) engagement is good and an effective school improvement team leads the process; practices identified in the initial school improvement plan are yet to be fully embedded.

The school self-evaluation (SSE) process is good and has a positive impact on school improvement.

Overall, the school has very good capacity to manage and implement future improvement through its very effective school self-evaluation (SSE) and DEIS planning processes and through consolidation of the many initiatives that support improvement.

The embedding of whole-school SSE practices should be monitored and reviewed regularly by the school improvement team, to ensure progress in teaching and learning is sustained.

The School's Capacity for Improvement

“The WSE-MLL team comments on the school’s capacity for change and improvement and its capacity to implement the recommendations of the WSE-MLL report within an appropriate timeframe, based on the development of the school in recent years. This includes observations on the leadership of the school development planning and review process and the culture of the school in planning for and responding to the evolving needs of its student cohort.”

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This is the final area of inspection and in a way it ties/pulls together the information from the previous areas of inspection. The quality of the Schools Capacity for Improvement is based on:

1. The quality of effectiveness of all of the previous areas and in particular the extent to which the implementation and embedding of SSE has taken place in the school.
2. The extent to which the school has successfully implemented the recommendations from previous inspections.

Schools that show that they have genuinely engaged with the SSE process at both the Leadership/Management level and at the Learning/Teaching level and are seen to have created structures, processes, strategies and plans that have a visible impact on school improvement fare well in this section and are seen to be in a position to bring their schools to a higher level.

Findings/Recommendations

The school’s engagement with the self-evaluation process (SSE) has been satisfactory; however, despite evidence of good preparatory work by the Board, the school’s capacity for improvement has not been consistently sustained.

There is very good capacity within the school community. The culture of collaboration, the active involvement of the Board, the capacity within the senior and middle management teams, and the commitment of the staff, all bode well for the future of the school.

The school has a very good capacity for improvement. It has seen many changes and developments over the past number of years including the significant growth in enrolment. The Board strongly supports the school and the patron body provides valuable guidance. The work of senior management team is very effective, dynamic, and helps to promote a common vision. The teachers demonstrate great commitment to the school and the students. Parents are supportive of the school. A focus group of students affirmed the importance of school for them and the opportunities that they are given.

The school has very high capacity for improvement, based on overall very good progress in implementing the recommendations of previous inspections and excellent engagement with school self-evaluation (SSE).

The school community has a professional capacity of very high quality to pursue and achieve improvement where needed, based on its very effective implementation of recommendations from previous evaluations and on its effective engagement with SSE to date.

There is very good capacity for school improvement under the guidance of the Board and the senior management team and there has been good progress in the implementation of previous recommendations.

Staff and management demonstrate a very high level of capacity and there is evidence that the progress in school self-evaluation (SSE), which has been satisfactory to date, is advancing.

The school has good capacity for improvement based on overall good progress in implementing the recommendations of previous reports and effective progress in engaging with the school self-evaluation (SSE) process; some areas for development remain.

The school is currently not engaging in the school self-evaluation (SSE) process; in addition, aspects of compliance with the requirements of the child protection procedures need attention.

The school has excellent capacity for change and improvement based on the structures which are in place, the highly committed staff and the overall good implementation of recommendations from previous evaluations.

Good practice in the implementation of recommendations from previous evaluations, strategic senior management leadership, and professional expertise within the staff cohort means that the school is very highly capable of achieving ongoing school improvement.

6. Child Protection Reporting

The WSE-MLL also involves an inspection on Child Safeguarding measures in the school and is based on an 8 point checklist. The reports are usually standard.

Standard Finding

During the inspection visit, the following standard eight 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.
4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.
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 2017.
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 and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing).
8. Child protection records are maintained in a secure location.

The school met the requirements in relation to each of the checks above.

Schools must ensure that the Child Safeguarding guidelines and procedures have been adhered to:

The school met the requirements in relation to the checks with the exception of 2. The child protection risk assessment ratified by the Board was not prepared using a mandatory template published by the Department of Education and Skills. The school has subsequently furnished evidence of total compliance with all aspects of these requirements.

7. Meeting the Board

The initial meeting of the Board with the Inspectors

At the start of the process the Board is invited to make a presentation to the inspection team under the following headings:

- The school context
- The school's self-evaluation process and its impact on school improvement
- The strengths of the school
- The areas for school improvement and development identified by the Board
- Progress in the implementation of the recommendations of previous evaluations
- The quality of the partnership within the school community.

The presentation is supposed to be 20 minutes long but usually lasts much longer and often pre-empts questions from the inspection team.

The Board often divides out the presentation to different members. But who puts it together? How au fait is everyone with the content? Does it truly reflect the work of the Board?

The inspectors will ask questions based on the presentation having earlier met with members of the school community such as staff and parents.

Questions that have been asked by the inspection team:

1. How would or has the Board dealt/addressed an underperforming teacher?
2. Does the Board analyse results? How?
3. Are there any subject areas you would be worried about?
4. Does the Board oversee the implementation of previous inspection recommendations?
5. Does the Board use the SSE checklist? **Appendix 4**
6. Explain the Board's involvement in school planning during the recent changes in education such as SSE/DEIS. What structure was used?
7. Is teaching and learning seen as part of the Boards remit? Explain.
8. How does the Board review and revise school policies? Process? Audit?
9. How would/does the Board respond to a Tusla referral in relation to a student?
10. How was the Board involved in the recent review of posts of responsibility?
11. How does the Board prepare for the smooth handover to the new incoming Board?
12. What links/communication does the Board have with the parents representative body and with the wider parent body?
13. How is the Board informed of school developments/changes such as SIP, SEN planning, curricular programme review, SSE? By whom?
14. How does the Board communicate its work to the wider school community?
15. How does the Board oversee the facilitation of Post Graduate Diploma in Education placements?

8. General Summary

CEIST Schools:

Overall our schools receive very favourable positive reports. They indicate that there is good practice taking place in both dimensions of School Leadership and Learning and Teaching. There will always be indications of areas for improvement and our schools show positive engagement with the implementation of improvements.

There has been huge change in the educational system of late and as more evidence of successful practice is gathered, both nationally and internationally, there will always be change. Our schools have the capacity to manage this change and improvement.

Board of Management:

Our Boards comprise of people who have volunteered their time and expertise to be on the Board. We have people on our Boards who have an interest in the school, an interest in education and have expertise and experience to bring to the Board.

The findings in relation to the commitment of Boards and SMT's to the CEIST Vision and Values is very heartening and shows that the CEIST Charter is at the heart of school life and development.

The inspectors expectations of the Board are very high:

It is very important that Board members are facilitated and supported in every way to help them to undertake their responsibilities in a professional manner.

CEIST/AMCSS provides in-service for new Boards. Board members should be encouraged to avail of this. Board members, especially the Chair, should try to attend information sessions given by the DES and JMB. E.g. Child Protection & GDPR.

Principals (Secretary to the BOM) are encouraged to ensure that Board members are appraised of all school activities and supply them with all relevant documents and materials that will help in the smooth and comprehensive running of the Board, Circulars, Bulletins, Guideline documents etc.

Communications:

The inspectors highlight the importance of more, clearer communication within schools, from Board to the rest of the school community and from the school to parents.

This is mentioned under Managing the Organisation and related to both the day to day activities and also to the sharing of School Development planning. Reports mention the use of digital platforms especially in light of the schools Digital Plan.

Websites, Newsletters, Facebook and Twitter are the most commonly used methods of communication of school related activities.

School student reports, text messaging and school journals are used for the day to day link to parents. Some schools are now granting parents/guardians access to the school database for information directly related to their child's educational progress.

School Self-Evaluation:

This process is now an integral part of school life and it is recommended that schools be seen to actively

engage in it to ascertain how the school is performing and how it can improve. There are very many references to this in the reports.

Distributed Leadership:

Given the new post structures in place now there is an opportunity for meaningful distribution of roles and duties among middle leadership.

Learning and Teaching:

In line with the changes that are taking place and will continue to take place, it is recommended that senior management facilitate and resource staff to engage with the change through CPD and school planning. Newer methodologies such as Assessment for Learning, Formative Assessment, Differentiation, IT and new classroom practices are becoming more and more important. It is recommended that staff be accommodated in engaging with these in a collaborative manner.

Special Educational Needs

It is recommended that schools be seen to be addressing the individual needs of all students in our schools but in particular those with special needs. Throughout the inspection reports there is reference to the Special Educational Needs students and the provision for their education. A considerable amount of resources are dedicated to this area of education and it is very important that these resources are deployed and used in the manner intended. Schools are becoming more and more accountable.

Student Care and Well-Being:

Ultimately our schools provide more than just an academic education. We provide for the personal and spiritual growth of our students, a holistic education. Our students thrive in this education because they feel safe, secure and welcomed in our schools.

This is an area that our schools have traditionally always been very conscious of and good at accommodating. Maybe this is what makes our schools different, based on our Catholic Values

The school's ethos is lived out in its everyday practices, with the atmosphere being one of warmth, care and support.

Staff members' commitment, volunteerism and pride in the school are cornerstones of the school's success, academically and pastorally.

There is a very strong ethos of student care, of teacher professional development and collaboration, and of commitment to continuous improvement of the learner experience in the school.

The school is highly inclusive and interactions between staff, students and management are underpinned by the school's core values of care and respect.

The very strong ethos of the school, driven by the very effective Board of management and senior management team, has led to a clear student-centred focus where the holistic development of each student is to the fore.

High-quality student support structures are in place and the school provides students with a wide variety of valuable opportunities for personal and social development.

The quality of care for students is very good and interactions between students and their teachers were very positive.

Appendix 1



Appendix 2

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 3

Documentation relevant to the reports:

M29/95

Time in School

Circular 0040/2016

Continuing Implementation of School Self-Evaluation 2016-2020 - Post Primary

Circular Letter 0014/2017

Special Education Teaching Allocation

Circular Letter 0015/2017

Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19.

Circular Letter 0003/2018

Leadership and Management in Post-Primary Schools.

A GUIDE TO Inspection in Post-Primary Schools, DES 2016

<https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/A-Guide-to-Inspection-in-Post-Primary-Schools.pdf>

LOOKING AT OUR SCHOOL 2016 A Quality Framework for Post-Primary Schools

<https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/Looking-at-Our-School-2016-A-Quality-Framework-for-Post-Primary-schools.pdf>

School Self-Evaluation Guidelines for Post-Primary Schools

<https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/School-Self-Evaluation-Guidelines-2016-2020-Post-Primary.pdf>

Appendix 4

Appendix to School Self-Evaluation Report: legislative and regulatory checklist (Post-Primary)

This is not an exhaustive checklist. It is intended to assist the Board of management in carrying out its leadership and management responsibilities and functions, as set out in the Education Act (1998), and within the context of its own school. The completed checklist will contain sensitive information and should be treated as confidential.

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Time in school Length of school year (minimum of 167 days for all year groups) Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>	
Standardisation of school year	Circular 0009/2017	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Procedures for submission of data returns to the Department	Circular 0038/2014 DTR returns procedures information, updated annually on education.ie Pod and PPOD	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Repeating a year – conditions to be met	M2/95	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Annual returns to Tusla on attendance, suspension and exclusion	Section 21 Education (Welfare) Act 2000	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Implementation of national agreement regarding additional time requirement	Circular 0043/2014 Circular 0045/2016, points 21-25	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Development of school plan	Section 21 Education Act 1998	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Engagement with school self-evaluation process	Circular 40/2016	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Whole-school guidance plan	Section 21 Education Act 1998, Section 21 Education Act 1998, Circulars	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Guidance provision in post-primary schools	Section 9(c), Education Act 1998, Circular PPT12/05, Circulars 10,11,12/2017	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Exemption from the study of Irish	Circular M10/94	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Implementation of national literacy and numeracy strategy	Circular 25/2012, Circular 42/2015, Interim Review and New Targets (2017, DES)	Yes <input type="checkbox"/> No <input type="checkbox"/>	
Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19	Circular 15/2017	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed	
In-school management structures	Part V Education Act 1998, Circular 04/98, Circular M29/02, Circular 0022/2009, Circular 0004/2014	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Approved allocation of teaching posts for 2017/18	Circulars 10, 11, 12/2017	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Promotion and Appeal Procedures for appointment to Assistant Principal, Special Duties Teacher and Programme Co-ordinators	Circular 25/2016	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Parents as partners in education	Circular M27/91	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Grant Scheme for ICT Infrastructure – 2016/17 School Year	Circular 0001/2017	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Implementation of child protection procedures	Circular 65/2011	Yes <input type="checkbox"/> No <input type="checkbox"/>		
	Please record the following information in relation to child protection			
	Number of cases where a report involving a child in the school was submitted by the DLP to the HSE			
	Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed			
Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made and the school board of management was informed				
Implementation of vetting requirements	National Vetting Bureau (Children and Vulnerable Persons) Act 2012 Circular 0026/2015 Circular 0016/2017: Statutory Requirements for Retrospective Vetting	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998	Yes <input type="checkbox"/> No <input type="checkbox"/>		
	Please record the following information in relation to complaints made by parents during this school year			
	Number of formal parental complaints received			
	Number of formal complaints processed			
Number of formal complaints not fully processed by the end of this school year				

Relevant area	Relevant legislation, rule or circular	Is your school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed	
Refusal to enrol	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year	Yes <input type="checkbox"/> No <input type="checkbox"/>		
	Number of section 29 cases taken against the school			
	Number of cases processed at informal stage			
	Number of cases heard			
	Number of appeals upheld			
	Number of appeals dismissed			
Suspension of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year	Yes <input type="checkbox"/> No <input type="checkbox"/>		
	Number of section 29 cases taken against the school			
	Number of cases processed at informal stage			
	Number of cases heard			
	Number of appeals upheld			
	Number of appeals dismissed			
Expulsion of students	Section 29 Education Act 1998 Please record information in relation to appeals taken in accordance with Section 29 against the school during this school year	Yes <input type="checkbox"/> No <input type="checkbox"/>		
	Number of section 29 cases taken against the school			
	Number of cases processed at informal stage			
	Number of cases heard			
	Number of appeals upheld			
	Number of appeals dismissed			

Appendix 5

Sample Policy Checklist

	Policy Development Checklist	To be reviewed	To be commenced	Other Comment	Ratified by BOM
1	Admissions				✓
2	Allocation /admission of students			ongoing	
3	Allocation of students to classes			ongoing	
4	Anti-Bullying				✓
5	Attendance and Participation				✓
6	Child Protection				✓
7	Dignity in the Workplace				✓
8	Curriculum / Subject Choice			ongoing	
9	Code of Behaviour and Code of Discipline				✓
10	Equality / Equal Opportunities	✓			
11	Guidance				✓
12	Health, Safety and Welfare				✓
13	Home-School / Primary School Links	✓			
14	Homework				✓
15	ICT / Internet Use incl Ipad Use				✓
16	Pastoral Care				
17	Relationships and Sexuality (RSE) / SPHE				✓
18	Religious Education				✓
19	Special Needs and Learning Support				✓
20	Uniform				✓
21	Critical Incident				✓
22	Substance Use				✓
23	Record Keeping	✓			
24	Students Council / Parents Council	✓			
25	Assessment				✓
26	Staff Development	✓			
27	Numeracy & Literacy				✓
28	Workplace Policies -				✓

Appendix 6

Policy Checklist Template

	Policy Development Checklist	To be reviewed	To be commenced	Other Comment	Ratified by BOM
1	Admissions				
2	Allocation /admission of students				
3	Allocation of students to classes				
4	Anti-Bullying				
5	Attendance and Participation				
6	Child Protection				
7	Dignity in the Workplace				
8	Curriculum / Subject Choice				
9	Code of Behaviour and Code of Discipline				
10	Equality / Equal Opportunities				
11	Guidance				
12	Health, Safety and Welfare				
13	Home-School / Primary School Links				
14	Homework				
15	ICT / Internet Use incl Ipad Use				
16	Pastoral Care				
17	Relationships and Sexuality (RSE) / SPHE				
18	Religious Education				
19	Special Needs and Learning Support				
20	Uniform				
21	Critical Incident				
22	Substance Use				
23	Record Keeping				
24	Students Council / Parents Council				
25	Assessment				
26	Staff Development				
27	Numeracy & Literacy				
28	Workplace Policies -				

Appendix 7

Preparing for WSE-MLL

Dimension: _____

Domain: _____

Board of Management: *Unaware, Aware, Involved, Leading*

Findings:

Recommendations:

Senior Management Team: *Unaware, Aware, Involved, Leading*

Findings:

Recommendations:

Middle Management Team:

Unaware, Aware, Involved, Leading

Findings:

Recommendations:

Teachers/Subject Departments:

Unaware, Aware, Involved, Leading

Findings:

Recommendations:

Appendix 8

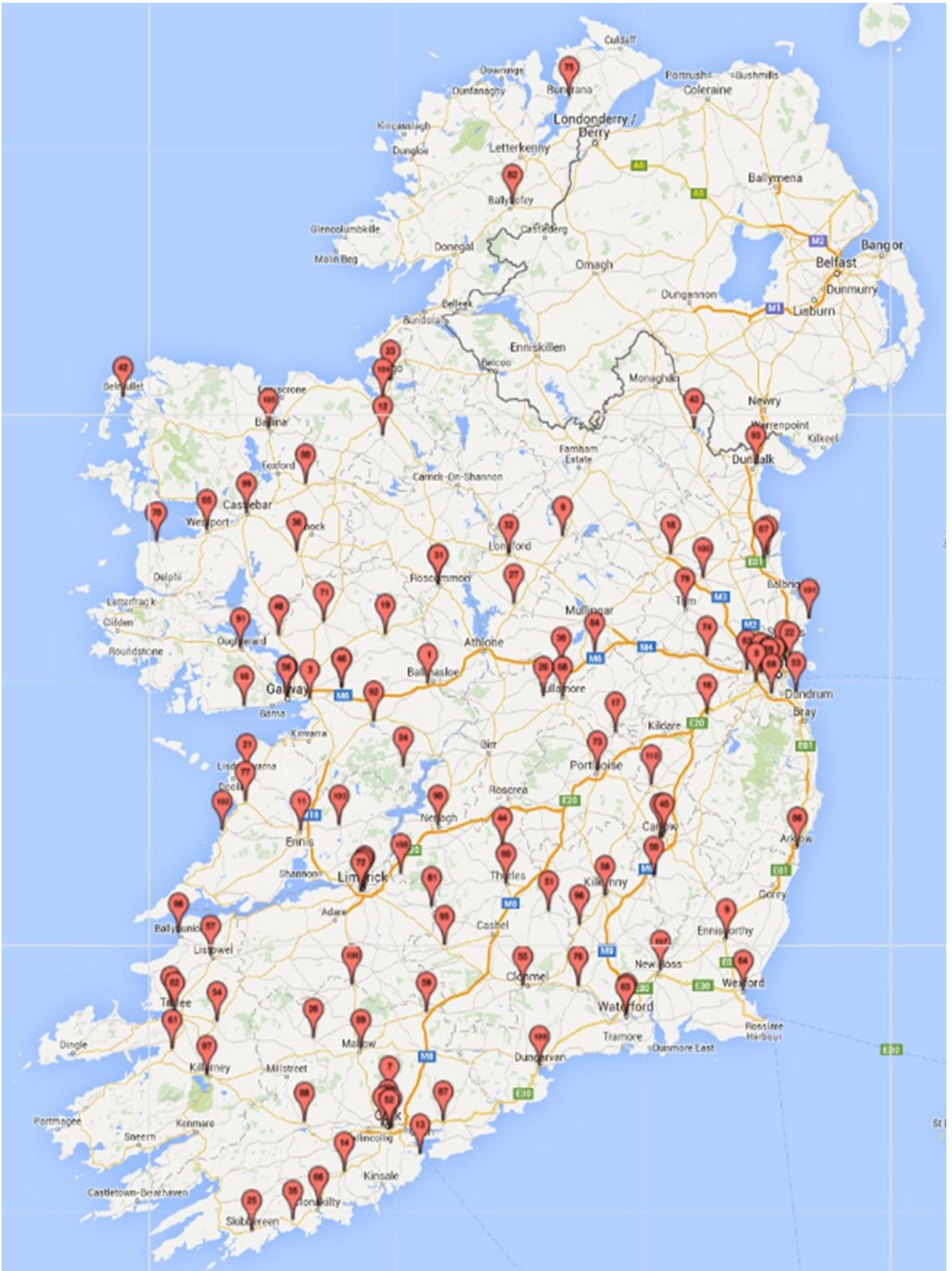
Acronyms in Education

AMCSS	ASSOCIATION OF MANAGEMENT OF CATHOLIC SECONDARY SCHOOLS
AMRI	ASSOCIATION OF MISSIONARIES AND RELIGIOUS OF IRELAND
AOM	ARTICLES OF MANAGEMENT FOR CATHOLIC SECONDARY SCHOOLS
AP	ASSISTANT PRINCIPAL
ASTI	ASSOCIATION OF SECONDARY TEACHERS IRELAND
ATCS	ASSOCIATION OF TRUSTEES OF CATHOLIC SCHOOLS
BOM	BOARD OF MANAGEMENT
CBA	CLASSROOM BASED ASSESSMENT
CEIST	CATHOLIC EDUCATION AN IRISH SCHOOLS TRUST
CID	CONTRACT OF INDEFINITE DURATION
CMCSS	COUNCIL OF MANAGEMENT OF CATHOLIC SECONDARY SCHOOLS
CPD	CONTINUING PROFESSIONAL DEVELOPMENT
CSP	CATHOLIC SCHOOLS PARTNERSHIP
CSPA	NATIONAL CONGRESS OF CATHOLIC SCHOOLS ASSOCIATION
DDL	DESIGNATED DEPUTY LIAISON PERSON
DCYA	DEPARTMENT OF CHILDREN AND YOUTH AFFAIRS
DES	DEPARTMENT OF EDUCATION AND SKILLS
DEIS	DELIVERING EQUALITY OF OPPORTUNITY IN SCHOOLS - an action plan for educational inclusion
DLP	DESIGNATED LIAISON PERSON
DP	DEPUTY PRINCIPAL
EAL	ENGLISH AS AN ADDITIONAL LANGUAGE
EPT	ELIGIBLE PART-TIME TEACHER
ERST	EDMUND RICE SCHOOLS TRUST
ETB	EDUCATIONAL TRAINING BOARD
ETBI	EDUCATIONAL TRAINING BOARDS IRELAND
EWO	EDUCATION WELFARE OFFICER
FETAC	FURTHER EDUCATION & TRAINING AWARDS COUNCIL
FSSU	FINANCIAL SUPPORT SERVICES UNIT
HSCL	HOME SCHOOL COMMUNITY LIAISON
HRA	HADDINGTON ROAD AGREEMENT
HSE	HEALTH SERVICE EXECUTIVE
ICT	INFORMATION & COMMUNICATION TECHNOLOGY
IEP	INDIVIDUAL EDUCATIONAL PLAN
IMPACT	IRISH MUNICIPAL PUBLIC AND CIVIL TRADE UNION
INSPECTOR	DEPARTMENT OF EDUCATION AND SKILLS INSPECTOR
INTO	IRISH NATIONAL TEACHERS ORGANISATION
IPLP	INDIVIDUAL PROFILE AND LEARNING PROGRAMME
IPPN	IRISH PRIMARY PRINCIPALS' NETWORK
ISA	IRISH SCHOOL HEADS ASSOCIATION
ISM	IN-SCHOOL MANAGEMENT STRUCTURES
JCERT	JUNIOR CERT
JC	JUNIOR CYCLE
JCT	JUNIOR CYCLE FOR TEACHERS
JCPA	JUNIOR CYCLE PROFILE OF ACHIEVEMENT
JMB	JOINT MANAGERIAL BODY (FOR SECONDARY SCHOOLS)
L2LP	LEVEL 2 LEARNING PROGRAMME

LCA	LEAVING CERT APPLIED
LCT	LE CHEILE TRUST
LCVP	LEAVING CERT VOCATIONAL PROGRAMME
LDS	LEADERSHIP DEVELOPMENT FOR SCHOOLS
NABMSE	NATIONAL ASSOCIATION OF BOARDS OF MANAGEMENT IN SPECIAL EDUCATION
NAPD	NATIONAL ASSOCIATION OF PRINCIPALS & DEPUTY PRINCIPALS
NCCA	NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT
NCGE	NATIONAL COUNCIL FOR GUIDANCE IN EDUCATION
NCSE	NATIONAL COUNCIL FOR SPECIAL EDUCATION
NEPS	NATIONAL EDUCATIONAL PSYCHOLOGICAL SERVICE
NEWB	NATIONAL EDUCATION WELFARE BOARD
NPC	NATIONAL PARENTS COUNCIL
NPCPP	NATIONAL PARENTS COUNCIL POST PRIMARY
NQT	NEWLY QUALIFIED TEACHER
OECD	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT
PDST	PROFESSIONAL DEVELOPMENT SERVICE FOR TEACHERS
PESP	PROGRAMME FOR ECONOMIC AND SOCIAL PROGRESS 1991-1993
PISA	PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT
POR	POST OF RESPONSIBILITY, (eg. ASSISTANT PRINCIPAL, SPECIAL DUTIES TEACHER)
PPOD	POST PRIMARY ONLINE DATABASE
PR	PROPORTIONAL REPRESENTATION
PWT	PERMANENT WHOLE-TIME TEACHER
QQI	QUALITY AND QUALIFICATIONS IRELAND
RCT	RELEVANT CONTRACTS TAX
RSE	RELATIONSHIP AND SEXUALITY EDUCATION
SDT	SPECIAL DUTIES TEACHER
RPT	REGULAR PART-TIME TEACHER
SDPI	SCHOOL DEVELOPMENT PLANNING INITIATIVE
SDPS	SCHOOL DEVELOPMENT PLANNING SUPPORT
SESS	SPECIAL EDUCATION SUPPORT SERVICE
SENO	SPECIAL EDUCATION NEEDS ORGANISER
SIP	SCHOOL IMPROVEMENT PLANNING
SIPTU	SERVICES INDUSTRIAL PROFESSIONAL AND TECHNICAL UNION
SLAR	SUBJECT LEARNING AND ASSESSMENT REVIEW
SPHE	SOCIAL, PERSONAL AND HEALTH EDUCATION
SPU	SCHOOLS PROCUREMENT UNIT
SNA	SPECIAL NEEDS ASSISTANT
SOLAS	SEIRBHÍŚÍ OIDEACHAIS LEANUNAIGH AGUS SCILEANNA (new FAS)
SSE	SCHOOL SELF-EVALUATION
SRC	STUDENT REPRESENTATIVE COUNCIL
TWT	TEMPORARY WHOLE-TIME TEACHER
TUI	TEACHERS' UNION OF IRELAND
TY	TRANSITION YEAR
VTT	VISITING TEACHER FOR TRAVELLERS
WSE	WHOLE-SCHOOL EVALUATION
WSE MLL	WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARN

Appendix 9

CEIST Schools 2019/20



Notes

Promoting Spiritual and Human Development

We believe a knowledge of and a personal relationship with Jesus Christ give meaning and purpose to our lives.

Achieving Quality in Teaching and Learning

We are committed to excellence and to continually improving the quality of teaching and learning.

Showing Respect for Every Person

We respect the unique and intrinsic value of every person.

Creating Community

Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.

Being Just and Responsible

We seek to act justly and responsibly in all our relationships.



PRESENTATION
SISTERS

