

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Christian Brothers Secondary School
<b>Seoladh na scoile/ School address</b>	Thomas St Wexford Co Wexford
<b>Uimhir rolla / Roll number</b>	63640R

**Date of Evaluation: 13-12-2017**



## **WHAT IS A FOLLOW-THROUGH INSPECTION?**

Follow-through inspections evaluate the progress a school has made on implementing main recommendations made in an earlier inspection rather than the overall educational provision that the school makes. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations.

## **HOW TO READ THIS REPORT**

During this inspection, the inspector evaluated the progress the school has made in implementing recommendations made in an earlier inspection under the following headings:

1. Progress achieved to date
2. Findings
3. Recommendations

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the school's progress in implementing recommendations.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE:MLL</p> <p>Date of Inspection: November 2014</p> <p>Report Published: March 2015</p>	<p>Date of Inspection: 13-12-2017</p>
<b>Follow-through inspection activities</b>	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> <li>• Meeting with principal</li> <li>• Interview with members of in-school management team</li> <li>• Review of school documentation and records</li> <li>• Interaction with students</li> <li>• Contact with chairperson of board of management</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The board should undertake a whole-school review and development of the posts of responsibility (POR) structure and work to establish a cohesive middle management team.</p>	<p><b>Good progress</b></p> <p>The board of management appointed a facilitator who worked with staff in devising a schedule of posts that prioritised the needs of the school. The school is awaiting the publication of the new circular in relation to middle management posts in order to provide clarity and guidance in relation to this process. Further progress is necessary to further develop this recommendation; the chairperson of the board stated that the board intends to make this a priority task for the current year.</p>
<p>The Relationships and Sexuality Education (RSE) policy, whole-school guidance plan and whole-school assessment policy should be reviewed, updated and expanded.</p>	<p><b>Very good progress</b></p> <p>School-based committees were formed to review, update and expand each of the aforementioned policies. The RSE and whole-school assessment policies have been ratified by the board. Currently, the whole-school guidance plan is in development. The committee wisely included national initiatives such as the new Junior Cycle Wellbeing guidelines in their deliberations.</p>
<p>All teachers should fully adopt the merit and restorative justice system in order to further enhance the school's care for students.</p>	<p><b>Very good progress</b></p> <p>The school had set targets for increases year-on-year in the percentage of teachers' engaging with the merit and restorative justice system, these targets have been achieved. Teachers view student affirmation and restorative justice practices as part of the school's philosophy. To help embed the process, school management provided continuing professional development (CPD) for teachers on the process and has ensured that both the merit and restorative</p>

	justice process is discussed at staff meetings. School management views restorative justice as very supportive to student wellbeing and has attributed the significant decrease in suspensions in recent years to the practice.
More leadership opportunities should be developed for students.	<b>Very good progress</b> The school has provided additional leadership opportunities for students. Students from the school are actively involved in Young Wexford County Council. Within the school the Peace and Justice group, Green Schools committee and young St Vincent de Paul group are run by students. Staff in the school are continuing to investigate other leadership opportunities for students.
A whole-school teaching and learning action plan should be developed with a focus on active learning, skills development, and the embedding of assessment for learning (AFL) practices and strategies that enable students to take on more responsibility for their learning.	<b>Very good progress</b> All teaching and learning aspects as identified in the evaluation report formed part of a teaching and learning action plan. Commendably, the school progressed the action plan using the six-step school self-evaluation process. To implement the targets, the action plan included timeframes and defined actions for teaching staff. To complement teachers' skillset, school management provided relevant whole-school CPD in AFL, instructional leadership and differentiated questioning. Teachers have also shared their own learning and knowledge from CPD events with staff. Senior management has plans to continue with a program of CPD to include lesson design and co-operative learning which will further support teachers' skill sets and enhance students' learning experiences.
<b>Summary of findings</b>	
<ul style="list-style-type: none"> <li>• The board of management appointed a facilitator who worked with staff in devising a schedule of posts that prioritised the needs of the school.</li> <li>• School-based committees were formed to review, update and expand each of the aforementioned policies.</li> <li>• The school has provided additional leadership opportunities for students.</li> <li>• All teaching and learning aspects as identified in the evaluation report formed part of a teaching and learning action plan.</li> <li>• Senior management and the board have taken an exemplary approach to the progression of the recommendations. Actions plans were developed for the main recommendations and areas as identified for development in the evaluation report. A yearly update is provided on progress to the board.</li> </ul>	
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>• Further progress is necessary to fully develop the posts of responsibility (POR) structure and the establishment of a cohesive middle management team.</li> </ul>	
<b>CHILD PROTECTION</b>	
<p>During the evaluation, the following checks in relation to the school's child protection procedures were conducted:</p> <ol style="list-style-type: none"> <li>1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.</li> </ol>	

2. The name of the designated liaison person for child protection matters was prominently displayed near the main door of the school in the school's reception area.
3. The school has a Child Protection policy in place.
4. The principal confirmed that all teachers have been made aware that they are mandated persons and that they have responsibilities in that regard.

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

## **Appendix**

School response to the report

**Submitted by the Board of Management**

**Part A: Observations on the content of the inspection report**

The board of management acknowledge receipt of the report which has affirmed the great progress made in the implementation of the findings of the WSE-MLL.

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

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