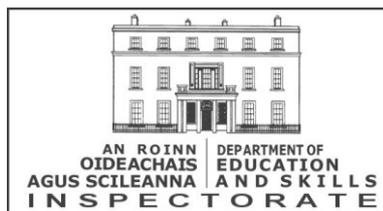


**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**  
**REPORT**

**Presentation Secondary School,**  
**Waterford**  
**Uimhir rolla: 64970U**

**Date of inspection: 19 May 2016**



<b>Date of original inspection<sup>1</sup></b>	<b>8 May 2014</b>	<b>Type of original report</b>	<b>WSE-MLL</b>	<b>Date of FT inspection</b>	<b>19 May 2016</b>
<b>Report published</b>	<b>Yes</b>				
<b>Follow-through inspection activities</b>					
<p><i>The following activities took place in the course of the follow-through inspection</i></p> <p>Meeting with principal and/or senior management team  Meeting with members of the in-school management team  Meeting with relevant teachers  Observation of teaching and learning  Interaction with students  Review of school documentation and records and pupils'/students' work</p>					
<b>Recommendation in original inspection report</b>		<b>Progress achieved to date on implementation of recommendation</b>			
The middle management role of assistant principal (AP) should be redefined to reflect the level of responsibility and workload commensurate with the position.		<p><b>Very good progress,</b>  A full review of post-holders' roles and responsibilities was undertaken and new duties assigned commensurate with the evolving needs of the school and with post-holders' middle management status. The current allocation of duties better reflects the differences between assistant principals (AP) and special duties (SD) teachers. APs acknowledged that they are consulted more as a middle management team and they envisaged that this consultation process would be further developed into the future.</p>			
A more systematic approach to recording the supports provided for students in receipt of learning support or resource teaching should be introduced to optimise the tracking and evaluation of their progress.		<p><b>Very good progress,</b>  Significant and commendable work has been carried out in the learning support / resource department. There is now improved provision and the tracking of progress for students with additional educational needs. The allocation of resource hours is better managed. Individual learning or behavioural plans have been developed as appropriate and strategies to support differentiation in the classroom are to be communicated to teachers.</p>			
Senior management and staff are encouraged to develop a whole-school teaching and learning policy and to consider the introduction of academic tracking and mentoring to further support students across all levels to achieve their full potential.		<p><b>Very good progress,</b>  Work is in progress to embed academic tracking and mentoring as a support for students. This is currently being progressed as part of whole-school planning for the Delivering Equality of Opportunity in Schools (DEIS) initiative. Student progress is currently monitored through the recording of test results on entry into the school, student outcomes for English and mathematics at Christmas and in the summer, Junior Certificate examination results and the Differential Aptitude Tests (DATS). Student attendance is also considered to be an integral factor in the academic tracking process.  A whole-school focus on assessment for learning is the third strand of the school's self-evaluation process and the practice of peer teaching and assessment is also being progressed.</p>			
Teaching methodologies and assessment protocols that empower students to engage more actively in lessons, think more critically and take on greater responsibility for their learning should be adopted.		<p><b>Very good progress,</b>  Discussions with a student focus group indicated that classroom activities have evolved and that there is a greater focus on pair or group work in certain subjects, while better use of information and communication technology in lessons has also facilitated learning. There is increased evidence of a partnership approach where students have been made more aware of their responsibilities as learners and teachers support them by explaining how they can improve.  Observation of lessons indicated evidence of good student participation and the use of pair and group work to promote active and independent learning.</p>			

<sup>1</sup> Date on cover of original inspection report

<b>Summary of findings</b>
Senior management and staff have embraced change and improvement in a very pro-active manner and this has resulted in significant progress in all aspects of leadership and management and in the progression of students' academic and pastoral welfare.
<b>Recommendations</b>
No further recommendations arise in relation to the recommendations in the original report.

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

# **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 of Coláiste Na Maighdine is very pleased to congratulate the school community on receipt of this very positive draft report. It is gratifying to have our present work commended by the inspectorate and to know that we can embrace future education challenges with confidence.

The Board is pleased to note the inspector's comments on the four follow-through inspection activities.