

**An Roinn Oideachais agus Scileanna**

**Department of Education and Skills**

**Follow-Through Inspection  
REPORT**

**The Teresian School  
Stillorgan Road, Dublin 4.  
Roll number: 60892G**

**Date of inspection: 1 May 2015**



<b>Date of original inspection<sup>1</sup></b>	<b>9 May 2013</b>	<b>Type of original report</b>	<b>WSE (MLL)</b>	<b>Date of FT inspection</b>	<b>1 May 2015</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 senior management team  Meeting with members of the in-school management team  Meeting with relevant teachers and members of staff  Observation of teaching and learning  Interaction with students  Review of school documentation, records and students' work</p>					
<b>Recommendation in original inspection report</b>		<b>Progress achieved to date on implementation of recommendation</b>			
<p>Policy development and review should be progressed as planned with priority being given to the completion of a special educational needs (SEN) policy.</p> <p>The shortcomings in the timetable and curriculum provision should be addressed by school management to ensure compliance with Circular M29/95 on Time in School.</p>		<p><b>Very good progress</b></p> <p>The school's learning support policy has been completed as planned and is being implemented. A significant review of the school's anti-bullying policy has been undertaken and the revised policy has now been ratified by the board of management. A review of the code of behaviour is nearing completion. A systematic approach to policy review and development has been adopted and is being implemented.</p> <p>The timetable has been revised to ensure that all students including senior cycle students have 28 hours tuition time in line with Circular M29/95 Time in School. The curriculum provision has also been reviewed and collaboration with a local school has facilitated the continuance of a wide subject choice for senior cycle students.</p>			
<p>The planned review of the school development plan should incorporate the strengthening of in-school management roles and systems and should facilitate the further distribution of leadership roles</p>		<p><b>Very good progress</b></p> <p>Leadership roles previously carried out by senior management have now been devolved with a new sports coordinator appointed in 2013 and the role of special educational needs coordinator being carried out by the guidance counsellor. A review of posts is being undertaken currently with a view to developing professional capacity and providing further leadership opportunities for teachers. A whole school needs analysis has been carried out to inform this review. The in-school management role of year coordinators has been strengthened through the formalisation of weekly meetings with senior management.</p>			
<p>To underpin an effective student support system and implementation of the code of behaviour, a student support team should be established.</p>		<p><b>Very good progress</b></p> <p>The student support system has been strengthened through the further development and formalisation of the pastoral care team which now includes the year coordinators and the guidance counsellor. This team meets formally each week. A mechanism is in place to support students with difficulties through a student support plan which is very good practice.</p>			
<p>In light of the responses to the WSE-MLL questionnaires, the concerns raised by parents and students should be explored and greater communication with parents across a range of issues should be established.</p>		<p><b>Very good progress</b></p> <p>As part of the review of school development plan, a major consultation with parents has been undertaken to ascertain their views on the needs of the school for the future.</p> <p>Very significant consultation with the parents, students and teachers has been conducted in relation to the key policies including the anti-bullying</p>			

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

	<p>policy and the code of behaviour. These consultations have addressed many of the concerns raised in the WSE-MLL questionnaires.</p> <p>Good lines of communication are in place between the whole school community and senior management, supported by an updated website.</p>
<p>The further development of teaching strategies for effective mixed-ability teaching, differentiation and assessment for learning (AfL) should be progressed.</p>	<p><b>Good progress</b></p> <p>Mixed ability teaching and learning in the lessons observed was very good. AfL was very effectively integrated into these lessons and differentiation was achieved seamlessly through clear explanations, effective questioning and one to one support. The cognitive ability assessment of all incoming first-year students is planned. This will further support differentiation and the ongoing development of the formal tracking and monitoring of students' academic progress. Teaching and learning strategies are discussed at staff meetings and in-school continuous professional development is planned taking account of teachers' needs.</p>
<p><b>Summary of findings</b></p>	
<p>Significant progress has been achieved in progressing the recommendations of the WSE MLL 2013 which is commendable.</p>	
<p><b>Recommendations</b></p>	
<p>A whole-school guidance plan, which documents the components of the school's pastoral care system, should now be developed in line with the interdepartmental Guidelines <i>Well-being in Post-Primary Schools</i> (2013).</p>	
<p>The pastoral care team should consider how best to inform staff of the outcome of their meetings.</p>	
<p>The learning support teachers should be facilitated to meet formally as a core team.</p>	
<p>The introduction of cognitive ability assessment planned for all incoming first-year students should be progressed.</p>	

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**

## **Area 1 Observations on the content of the inspection report**

The Board of Management welcomes the WSE:MLL Follow-Through Report which recognises the “significant progress” made in implementing the recommendations of the original report. The Board commends the positive engagement of the Senior Management Team and the teaching staff in this successful process. Our Mission Statement guides us in the development of our teaching and learning community.

We acknowledge the affirmation of our progress in the area of “systematic...policy review and development.” The report identifies the “major consultation” which has taken place with parents on the needs of the school and we continue with this engagement.

## **Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

Since the WSE:MLL Follow-Through Report the Trustees of the school have approved a major development of the school buildings and infrastructure. The Board of Management has been part of this strategic planning and the following processes and completed actions reflect this:

- We are working on our Whole School Guidance Policy which we aim to ratify this school year.
- A Pastoral Care Officer has been appointed by the School to enhance our Pastoral Care Team. Outcomes of Pastoral Care Team meetings will be communicated to teachers by means of a designated accessible folder with summarised accounts of targets, actions and reviews.
- The SENCO meets with the Resource teachers to coordinate support based on needs identified through professional assessments.
- Cognitive Ability Tests (CAT4) have been carried out as planned since the inspection and we will utilise further testing data in our curricular planning. CAT4 testing will be implemented on an ongoing basis. We continue to liaise with other schools to facilitate this process in terms of new students. There are formal processes of evidence gathering, target setting and monitoring in line with our school self-evaluation processes which will ascertain, review and ensure their effectiveness.
- The Code of Behaviour and the Learning Support Policy referred to in the report have now been ratified.
- Two Assistant Principal Posts, for Curricular Development and Student Development are in the process of being appointed this year and will further enhance the improvement in middle management identified in the report.