

**Whole School Evaluation –**

**Management,**

**Leadership and Learning**

**(WSE-MLL)**

**in**

**CEIST Schools**

**Sharing Recommendations and Best Practice**

**November 2024**

*“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**

This report is a consideration of whole school evaluation reports received by our schools over the past decade or so. There are 106 schools under the trusteeship of CEIST, each providing an education for the children in its locality guided by the CEIST Charter and school Mission and Vision. 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 in accordance with good teaching and learning practice. Externally, the Department of Education inspects performance in schools through the Inspectorate.

**Looking at Our School 2022: A Quality Framework for Post-Primary Schools** provides a set of standards for the two dimensions of the work of schools:

• Learning and Teaching

• Leadership and Management

“*The framework is used to inform the work of inspectors as they monitor and report on quality in schools. Different types of inspection draw on the elements of the framework that are most relevant to the focus of the model. In this way, while the framework is used flexibly, it facilitates consistency in Inspectorate evaluations.”* **A Guide to Inspection in Post-Primary Schools 2024**

In August 2022 the Inspectorate introduced changes in the inspection process in Post-Primary schools and revamped previous models introduced in September 2016. New inspection guidelines were published and a revised “Code of practice for the Department of Education Inspectorate (2022)” was issued. These guidelines were further revised in January 2024.

Inspectors often state that:

“**The inspection is conducted through the lens of *Looking at our Schools 2022 - Quality Framework for Post-Primary Schools*”.**

**LAOS 2022 Overview**

**Leadership and Management:**

* Leading learning and teaching
* Managing the organisation
* Leading school development
* Developing leadership capacity

**Learning and Teaching:**

* Learner outcomes
* Learner experiences
* Teachers’ individual Practice
* Teachers’ collective/collaborative practice

**The Inspection Types (12):**

A range of inspection models are now used to evaluate schools and other learning settings (See Appendix 1) 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.

*“Almost all inspection types focus on the quality of teaching, learning, assessment and student achievement. Depending on the focus of the evaluation, they may also focus on the quality of support for students, the quality of action planning for school improvement, and the quality of leadership and management.”*

**A Guide to Inspection in Post-Primary Schools 2024**

In 2019 the Department of Education and Skills (DES) introduced inspections in relation to **Child Protection Safeguarding, and Special Educational Needs (SEN**).

**For all school Inspections a check on compliance is conducted for each of the following –**

1. **Child Protection Procedures**

It is very important to note that all inspections will involve a check on compliance with Child Protection Procedures in the school.

*“As part of the Department’s oversight of the implementation of the Child Protection Procedures for Primary and Post Primary Schools 2017, the Inspectorate checks on compliance with the key aspects of these procedures* ***during all school inspections****. The level of checks on compliance depends on the inspection being conducted.”*

**A Guide to Inspection in Post-Primary Schools 2024**

1. **Anti-bullying Procedures**

Similarly, all inspections will involve a check on anti-bullying procedures.

*“As part of all school inspections, the Inspectorate evaluates and reports on the work of the school in creating a school culture that prevents and tackles bullying and/or implementing key aspects of the Anti-Bullying Procedures for Primary and Post-primary Schools (2013).”*

**A Guide to Inspection in Post-Primary Schools 2024**

**Quality Continuum**

**When reporting on a school evaluation the inspectors use a Quality Continuum as follows:**

**Excellent, Very Good, Good, Requires improvement to achieve a good standard**

**and Requires significant improvement to achieve a good standard. See Appendix 2.**

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 very good practice taking place in our schools, and also that there are recommendations which are intended to aid the improvement of educational provision where appropriate. Sample findings and recommendations are included in this summary report.

**2 WSE-MLL Evaluations in CEIST Schools**

It is the purpose of this document to share findings and recommendations that have been issued to our schools in evaluations that have taken place. We hope that these will prove useful in assisting schools to put best practice in place and in preparing for a WSE-MLL.

We use the same headings that the inspectors use to evaluate and report, in keeping with **A Guide to Inspections in Post-Primary Schools 2024 and *Looking at Our School 2022.***

**WSE-MLL Evaluation focus:**

*“During a WSE-MLL, the inspectors evaluate and report under the following areas of enquiry:*

*• Quality of school leadership and management*

*• Quality of teaching and learning*

*• Quality of support for students’ wellbeing*

*Within these areas of enquiry, the school’s self-evaluation process and capacity for school improvement are also evaluated.”*

**A Guide to Inspection in Post-Primary Schools 2024**

The inspection team will also look at recommendations from previous inspections and evaluate the school’s engagement and implementation of these and the impact of these on the quality of provision.

CEIST Faith Leadership and Governance Co-ordinators (FLGs) support schools and Boards of Management (BOM) 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 issued to CEIST.

**The inspection/evaluation is carried out in the following manner:**

**Before the inspection:**

In almost all inspection types:

* Notification of inspection to the school

In some models:

* + Teacher and parent surveys
  + Meetings with school leadership

**During the inspection**:

* Classroom visits to observe teaching, learning and assessment
* Feedback to teachers
* Meetings with teachers and school leadership
* Child Protection Checks **(see Appendix 3)**
* Review of documentation **(see Appendix 4)**
* Monitoring of Anti-Bullying Procedures

In some models:

* Student surveys
* Meeting with students
* Meeting with parents
* Meetings with school personnel
* Meeting with board of management and with patron bodies

**After the inspection:**

Feedback on the inspection

* + Report drafted and sent to school for factual verification and for school response
  + Report published on [www.gov.ie/school-reports](http://www.gov.ie/school-reports)
  + School acts on inspection report

**3 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 school’s procedures for admissions, transitions, inclusion, student management and the operation of the student council are evaluated. Strategies to celebrate student achievement, promote the attendance and retention of students, and the general level of support and guidance available to students are reviewed. The school’s curriculum and timetable with an emphasis on the breadth and balance in curriculum provision, the arrangements for students’ subject choices and how the needs of all students are being met are examined.”*

**A Guide to Inspection in Post-Primary Schools 2016 & 2024**

**Leadership and management:**

Leading learning and teaching

Managing the organisation

Leading school development

Developing leadership capacity

**Reports Based on 2022 Inspectorate Guidelines**

**Findings**

* *The board of management and senior management have been working proactively toward the realisation of the guiding vision for the school, evident from strategic planning actions they have identified in the school plan.*
* *The board of management provided* ***good*** *oversight and high-level strategic direction to the school.*
* *Leadership and management in the school was of a* ***good*** *standard overall; teachers and parents, through interviews and surveys, expressed high levels of satisfaction with how the school was run.*
* *Overall, the quality of school leadership and management was* ***commendable****, with some areas for improvement noted.*
* *The board of management has been providing appropriate oversight of key aspects of school life.*
* *Leadership and management at all levels in the school were of a* ***very high quality****, supported by* ***highly effective*** *leadership structures.*
* *The quality of school leadership and management was* ***good****; there was a strong commitment to creating an inclusive school environment and the board was highly committed to supporting the work of the school.*
* *The quality of school leadership and management was* ***very good*** *overall; staff and students were empowered to take on leadership roles.*
* *The board of management was aware of its statutory obligations and was working to meet all legislative and policy requirements and to integrate all stakeholders’ input into the development of school policies.*
* *Good delegation of responsibilities supported the smooth running of the school and provided for effective development of leadership capacity amongst the teaching staff.*
* *The overall quality of school leadership and management was* ***good****.*
* *A broad range of extra and cross curricular activities were available to students.*

**Recommendations**

* *The board of management should develop a system for purposeful policy development, review and updating, and maintain oversight to ensure the school is fully compliant with health and safety, anti-bullying and child protection requirements.*
* *School management needs to identify the staffing needs of the school, conduct an inventory of the skillset among existing staff and proactively work towards filling the gaps through timetabling and upskilling.*
* *The upcoming review of posts of responsibility should ensure roles to support improvements to teaching, learning and assessment are better reflected in the duties outlined.*
* *The requirement to pay a fee as a condition of application for enrolment in the school should be discontinued in accordance with the Education (Admissions to Schools) Act, 2018.*

**Reports Based on pre 2022 Inspectorate Guidelines**

**Findings**

* *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.*
* *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 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.*

*Recommendations*

* *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.*
* *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.***
* *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.*
* *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.*
* *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.*

*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.

***Leading Learning and Teaching***

*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 2016 & 2024**

“*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 2022: Quality Framework for Post-Primary Schools – Overview**

**Reports Based on 2022 Inspectorate Guidelines**

**Findings**

* *School leaders were responsive to students’ needs and interests and this was reflected in the breadth of curriculum on offer, which was supported by collaboration with another local school.*
* *A positive school culture existed in the school; the senior management team (SMT) and staff worked diligently to maintain positive relationships with students.*
* *School management and staff were highly committed to creating a welcoming and motivating environment, and strived for excellence in providing an education programme which supported all students to achieve their best.*
* *Senior management show a clear commitment to making St. Mary’s Secondary School an inclusive school where learners of all abilities and from all backgrounds can flourish.*
* *An experienced, qualified and supportive additional educational needs team (AEN) were in place to deliver a variety of targets and interventions for students with AEN across the continuum of support.*
* *Significant strengths were observed in the provision for learners with additional educational needs (AEN); in keeping with the school’s commitment to inclusion, students with autism were integrated into mainstream classes and very good work had been undertaken in developing a register of supports for students with AEN.*

**Recommendations**

* *A core team should be put in place to support those with additional needs, and the resources allocated to support these needs should be deployed in full for the purposes for which they are intended.*
* *The upcoming review of posts of responsibility should ensure roles to support improvements to teaching, learning and assessment are better reflected in the duties outlined.*
* *The school’s Social, Personal and Health Education (SPHE) plan needs further development for senior cycle to ensure full compliance with mandatory child protection requirements.*
* *School management and teachers, with strong support from students and parents, had adopted a forward-thinking approach to curriculum planning and were committed to the continued expansion of the school’s curriculum.*
* *Very significant strengths were reported and observed in provision for students with additional educational needs (AEN).*
* *To support and extend current good practices and to build the capacity of support teachers to provide in-class interventions for students with additional educational needs, school management should facilitate professional learning in the area of co-operative teaching.*
* *An overarching SEN team needs to be established to collaborate on the use of learning spaces; on the sharing of approaches to meeting the needs of students with complex needs; and on informing ongoing, whole-staff professional learning.*
* *The board of management, together with senior management, should ensure that all of the deployment of the school’s SEN allocation is clearly mapped out at the start of the school year and that a smaller team of SEN teachers is developed to provide this support.*
* *To reduce the organisational workload on the core special educational needs (SEN) team and to facilitate a more consistent experience for students with SEN, management should increase the size of the core SEN team, while reducing the number of teachers involved in delivering provision.*
* *While very good work had been done in developing DEIS planning, a specific focus on teaching and learning had not been identified. The school should identify a specific teaching and learning focus which can support a number of DEIS themes, and this focus should be reflected in subject department plans and implemented in lessons.*
* *To ensure consistency of provision for all students, an audit of teacher professional learning needs should be undertaken to support teachers working in the centre for students with autism.*
* *School management, in collaboration with the special educational needs (SEN) team, should extend the range of interventions provided to support students with additional needs, including students for whom English is an additional language (EAL) to ensure full alignment with Circular letter 0014/2017 and relevant guidelines.*
* *There were a number of areas for improvement in the leadership of subject and programme planning. Senior management should organise whole-school planning meetings, where principles of highly effective planning can be identified from a range of in-house plans across the subjects and subject-specific self-review should be established through annual target setting and monitoring.*
* *In order that the range of educational needs that present in mainstream settings can be addressed more effectively, the recommendation, made in a Special Education Needs (SEN) evaluation in 2018, to advance cooperative teaching should be implemented without delay.*
* *Policies and practices which limit some students’ access to the curricular area of Social Personal and Health Education (SPHE) need to be addressed: withdrawal of students from SPHE lessons for learning support should be discontinued, the school’s policy on Relationships and Sexuality Education (RSE) should be reviewed and outline programmes of work for SPHE updated to ensure that RSE content is clearly identifiable.*
* *The school’s ongoing work in SSE should incorporate a renewed focus on in-class teaching and learning methodologies and the development and incremental implementation of creative approaches to the use of digital learning tools to support students’ learning.*

**Reports Based on pre 2022 Inspectorate Guidelines**

**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 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 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.*
* *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.*
* *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.*
* *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.*
* *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****.*
* *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.*

**4 Quality of Teaching and Learning**

*The inspection 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 student outcomes. The team also evaluates evidence of planning for teaching and learning and takes account of self-evaluation relating to work in classrooms. The inspectors may also interact with students and review samples of students’ work.*

*The quality of planning and preparation at individual teacher, subject department and wholeschool levels is also reviewed as well as the in-school assessment procedures that are in place. As part of the review of the school’s self-evaluation process, inspectors review the school’s analysis of data and its use to inform planning at subject and whole-school level. Inspectors also consider the impact of SSE on teachers’ practice in classrooms and on the quality of learning.*

*Where applicable, the inspection team examines how successful the school has been in implementing the recommendations of previous inspection visits and reports. 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 are evaluated. The team also reviews how good practice commended in specific areas in previous evaluations has been disseminated to other areas of the school.”*

**A Guide to Inspection in Post-Primary Schools 2022**

**Learning and Teaching:**

Learner outcomes

Learner experiences

Teachers’ individual Practice

Teachers’ collective/collaborative practice

**Reports Based on 2022 Inspectorate Guidelines**

**Findings**

* *The overall quality of teaching, learning and assessment was* ***good****; practices included* ***some very good*** *examples of using digital technology to support both teaching and learning.*
* *Students’ behaviour was* ***exemplary*** *and relationships with and among students were observed to be* ***very good****.*
* *Highly effective collective and collaborative planning practices were noted for some subject areas; improvement in others would benefit the overall provision for the subjects.*
* *The school provided an inclusive and caring learning environment; teachers and school leaders felt a strong sense of connection to the school and were highly committed to maintaining the core values and ethos of the school.*

* *Teaching and learning were of a* ***good*** *standard overall, with* ***some exemplary*** *practices observed and some practices where further development was advised.*
* *The nurturing of encouraging, respectful relationships and a commitment to student care were central to the life of the school community, creating an inclusive environment where students felt safe and empowered to participate in school life.*

* *Teaching and learning were* ***very good*** *in the majority of lessons, with* ***good*** *practice observed in the other lessons evaluated.*
* *The quality of teaching and learning was* ***very good*** *and reflected the high level of commitment demonstrated by teachers.*
* *Teaching was* ***good*** *overall; teachers displayed* ***very good*** *subject knowledge and had high expectations for students.*

* *Learner experiences were positive and a consistent whole-school approach to the sharing of learning intentions at the outset of lessons supported students’ purposeful engagement in their learning.*
* *The overall quality of assessment was* ***good****, with* ***improvement required*** *in the area of teacher written formative assessment.*
* *The overall quality of teaching and learning was* ***good****, with* ***very good*** *practice evident in a significant number of lessons.*
* *There was a culture of reflection for ongoing improvement, collaboration, and creativity in teaching and learning.*

* *The overall quality of teaching, learning and assessment was* ***good****, with* ***very good*** *practice observed in some lessons. Where the learner experience was most effective, a range of teaching methodologies were incorporated, with high-quality, differentiated and collaborative learner experiences.*
* *The quality of teaching and learning was* ***very good*** *overall.*

* *Some very innovative and student-centred pedagogies were deployed in those lessons which were of* ***a very high standard*** *and students were actively engaged in most lessons.*

**Recommendations**

* *Teachers and subject departments need to collaborate more purposefully for planning, and meetings should include agenda items such as sharing best practices and improving the quality of teaching, learning and assessment.*
* *Planning and teaching approaches that facilitate a sharper focus on skills development through active and collaborative learning should be used more widely.*
* *Subject department meetings should incorporate annual action planning for ongoing teaching, learning and assessment improvement through target setting based on collaborative self-review.*
* *While classroom tasks allowed for some differentiated student responses, teachers should differentiate through task design and assignment and use more structured group work to further support student learning in mixed ability classes.*
* *All subject departments should develop their planning processes to ensure highly effective planning and should engage in a more comprehensive analysis of examination attainment outcomes.*
* *A whole-school approach, supported by subject department teams, should be put in place with regard to the provision of written formative feedback to students on the quality of their work.*
* *Teaching and formative assessment approaches, which provide for high quality differentiation should be further integrated into lessons; teachers should give particular consideration to the quality of task design in order to challenge students to collaboratively apply and reflect on their learning.*

* *Subject teams should develop their collaborative plans for teaching and learning to include the specific learning and assessment activities underpinning each unit of learning. Analysis of attainment trends should be used to inform action planning for teaching and learning at subject-department level.*
* *During the evaluation, learning intentions were generally presented as a list of what students would be guided to do in a lesson. Learning intentions should be structured with action verbs which communicate clearly what students will know, value or understand and should be linked with an aligned assessment to progress the learning.*
* *It is recommended that the role of TY coordinator be assumed by a member of the teaching staff so as to allow for recalibration of the workload attached to the senior leadership team’s respective responsibilities.*
* *To optimise LCVP students’ access to all of their senior-cycle subjects, timetable provision for link modules in sixth year should be reduced to two lessons per week, as per the published guidelines.*

**Reports Based on pre 2022 Inspectorate Guidelines**

**Findings/Recommendations**

* *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.*
* *Overall, the quality of observed teaching and learning was* ***very good****. A wide range of methodologies and teaching approaches was used.*
* *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.***
* *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 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.*
* *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 were* ***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.*
* *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 exemplary levels of student behaviour and application.*
* *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.*
* *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 s****atisfactory*** *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.*
* *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.*

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 **Boards and Senior Leadership Team (SMT)**, the Principal and Deputy Principal(s).

**5 Quality of Support for Students’ Wellbeing**

*The manner in which the school manages and addresses the wellbeing of all its students is evaluated. The support that the school provides for the inclusion of students with additional and special educational needs, students from disadvantaged backgrounds and those from minority groups is examined. Provision for both classroom inclusion and individual support is assessed. The inspectors also consider the provision that the school is making for cooperation between school, home and community. Consideration is also given to the steps the school is taking to create a positive school culture and an orderly, secure and healthy learning environment that supports students’ wellbeing.*

**A Guide to Inspection in Post-Primary Schools 2024**

**Reports Based on 2022 Inspectorate Guidelines**

**Student Wellbeing**

* *Wellbeing provision for students was* ***good*** *overall.*
* *The quality of support for students’ wellbeing was of* ***a very high standard****; systems for student support were very well developed and students spoke highly of the quality of relationships in the school.*
* *Significant progress has been made in developing the school’s supports for students with special educational needs (SEN); some aspects of planning and provision still need to be improved.*
* *There was* ***a very high level*** *of commitment to, and implementation of, whole-school wellbeing promotion in the school, with a few areas for development.*
* ***Very positive*** *relationships were evident, and care for the needs of each individual student was a priority.*
* *Supports for students and their wellbeing were of a* ***very high quality*** *and were a key strength of the school.*
* *The quality of whole-school promotion of student wellbeing was* ***good****; there were* ***good*** *structures and systems in place for student wellbeing and the school was alert to wellbeing risk factors.*
* *A holistic education programme was provided, as evidenced by the breadth of curricular and extra-curricular programmes available. The effectiveness of some school processes to facilitate optimal inclusive practice required further development.*
* *The quality of provision for students’ wellbeing was* ***good*** *overall, with* ***some very good*** *practice apparent. In all interactions with inspectors, students were confident communicators and displayed a sense of pride and connectedness with their school.*
* *The quality of whole-school promotion of student wellbeing is* ***very good****.*
* *Supports for students’ wellbeing were of a very* ***high quality****.*
* *A living commitment to fostering a positive and healthy school environment was reflected in a substantial and diverse programme of curricular and co-curricular activities and was underpinned by a robust system of student support.*
* *Given some students’ need to better regulate the naturally occurring anxiety generated by assessment events, work already being undertaken as part of the the school’s self-evaluation (SSE) process should include a strong focus on effective whole-school action that develops students’ self-awareness as learners so that they see assessment as a positive and helpful experience.*
* *School management, staff and students placed a high priority on the creation of a positive school climate, which was underpinned by compassionate and respectful interactions. During the evaluation all interactions observed were respectful and caring. In interactions with the inspectors students were confident communicators and displayed a sense of pride and connectedness with their school. The wellbeing coordinator played a significant role in leading wellbeing initiatives.*
* *Supports for students’ wellbeing were of a very high quality. The breadth of established supports and the more recent introduction of more nuanced initiatives was a clear demonstration of the school’s commitment to enhancing students’ physical, psychological and social wellbeing.*
* *Senior management show a clear commitment to making St. Mary’s Secondary School an inclusive school where learners of all abilities and from all backgrounds can flourish. Good examples of purposeful innovation include the school’s promotion of digital learning.*
* *Across the school, there was evidence of a shared commitment to student support. Much of this was detailed in the whole-school guidance plan. A number of separate meetings were held during the week where student support team issues were discussed.*
* *The school has responded to the evolving needs of students and changes in education effectively, drawing on the collective expertise of staff, senior management and external agencies as required. For example, the school recently collaborated with a charitable organisation in the development of a Wellbeing Hub in the school.*

**6 The school’s self-evaluation process and capacity for school improvement**

*As part of the overall evaluation of leadership and management and of teaching and learning the inspection 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 improvement targets are reflected in teachers' practice and students' 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.*

*The inspection 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.*

**A Guide to Inspection in Post-Primary Schools 2024**

“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 community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education.”

*LAOS 2022: Quality Framework for Post-Primary Schools – Overview*

**Reports Based on 2022 Inspectorate Guidelines**

**Findings**

* *The school’s guiding vision was expressed through its mission statement and CEIST trust values. Enhanced teachers’ collective/collaborative practice and the further development of distributed leadership will be vital to realising this guiding vision. Senior management motivated staff and supported them to engage with these enablers of future development.*
* *The board of management should develop a system for purposeful policy development, review and updating, and maintain oversight to ensure the school is fully compliant with health and safety, anti-bullying and child protection requirements.*
* *Engagement with the school self-evaluation (SSE) process was very well established in the school and the associated planning processes were very well streamlined.*
* *The school is engaged with school self-evaluation (SSE) and has achieved notable success in developing teachers’ skills and collaborative practices in using digital applications to support teaching, learning, assessment, and subject planning.*
* *The school provided an* ***excellent*** *range of opportunities for students to develop their leadership capacity.*
* *The school should use its school self-evaluation (SSE) process to develop its curricular provision for Wellbeing and to further develop and assess the implementation of the key policies which support Wellbeing and Inclusion.*
* *A broad range of school self-evaluation (SSE) targets are identified which promote teaching, learning and assessment while also promoting student wellbeing. These identified targets should be translated into narrowly defined actions and plans, so their impact and achievement can be effectively implemented and monitored over the three-year cycle.*
* ***Good*** *delegation of responsibilities supported the smooth running of the school and provided for effective development of leadership capacity amongst the teaching staff.*
* *A systematic and deliberate approach to the development of students’ leadership capacity was expressly cultivated in the school’s broad and dynamic TY programme.*
* *The school’s guiding vision was articulated in a high-level strategic planning document, which emphasised the importance of inclusion in all aspects of school life. This document underpinned the school’s approach to SSE meaning that, while the school’s SSE focus could change based on short to medium-term priorities, the aim of the strategic plan was that the inclusion of all students should be central to all school improvement planning.*

**Recommendations**

* *To achieve even higher outcomes from the SSE process, an enhanced focus is needed on monitoring for impact, on communication with stakeholders, and on the embedding of everyday teaching and learning practices linked to the school’s second SSE focus area for 2023-26: wellbeing.*
* *Some school management practices need to be revised. Health and safety risk assessment practices and oversight need to be completed annually and a student support team should be established.*
* *The role of the SMT in leading school development was good; a new three-year DEIS plan was in operation, the implementation of which was led willingly by a committed SMT and staff.*
* *The school’s ongoing work in SSE should incorporate a renewed focus on in-class teaching and learning methodologies and the development and incremental implementation of creative approaches to the use of digital learning tools to support students’ learning.*
* *Leading school development requires improvement. The board and senior management team should identify upcoming needs of the school and future-proof potential issues by encouraging and supporting staff to upskill in relevant areas.*

**Reports Based on pre 2022 Inspectorate Guidelines**

**Findings/Recommendations**

* *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 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 recommunicate 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 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 goo****d 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* ***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).*
* *In-school teams comprising post-holders and non-post-holders have been leading progress in key areas of school life.*
* *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.*

**A Note on ‘School Development Planning’**

School Development has two main aspects to it:

* The development and review of policies
* 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.

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 Schools 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 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.

* *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.

* *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.*
* *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.*

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. There may be a need to explore other areas where students in reality don’t have a real say.

* *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 building leadership capacity 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. Circular Letter 0003/2018 created the structures and opportunity to develop “**high quality leadershi**p”. This circular is 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.

* *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 2022, and that they have a leadership/management aspect and are not just functionary.

* *In the context of the expansion of the senior management team, the duties attached to posts of responsibility 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.

* *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.*

***Note:***

**The findings in relation to the commitment of Boards and SMT’s to the CEIST Vision and Values are very heartening and show 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.**

**7 Compliance with Child Protection Procedures**

As part of the Department’s oversight of the implementation of the Child Protection Procedures for Primary and Post Primary Schools (revised 2023), the Inspectorate checks on compliance with the key aspects of these procedures during all school inspections. The level of checks on compliance depends on the inspection being conducted. **A Guide to Inspection in Post-Primary Schools 2024**

**Level Two Checks** are carried out during a WSE-MLL evaluation. (There are 3 check levels. See Appendix 3)

**Findings/Recommendations**

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 (Revised 2023).*
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 (Revised 2023).*
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, (Revised 2023).*
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.***

***Comments***

* *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.*
* *The school met the requirements in relation to checks 1, 2, 3, 4, 5, 6 and 8 of the child protection checks. It did not meet the requirements of check 7 of the child protection checks.*

*Responsibility for ensuring the school is fully compliant with these checks rests with the board of management.*

***The Inspectorate will monitor the board’s progress in achieving full compliance.***

**8 Implementation of Anti-Bullying Procedures**

*As part of all school inspections, the Inspectorate evaluates and reports on the work of the school in creating a school culture that prevents and tackles bullying and/or implementing key aspects of the Anti-Bullying Procedures for Primary and Post-primary Schools (2013).*

**Findings/Recommendations**

1. *The school has developed an antibullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) and this policy is reviewed annually.*
2. *The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the Procedures) since the previous report to the board.*
3. *The school’s anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.*
4. *The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.*
5. *All teachers visited report that they have read the school’s policy on anti-bullying and that they are aware of their roles and responsibilities in preventing and tackling bullying.*

* *The school met the requirements in relation to checks 2, 3 and 4 of the anti-bullying checks above. The school did not meet the requirements in relation to check 1 of the anti-bullying checks. However, the school subsequently furnished evidence of compliance with this requirement.*

*Responsibility for ensuring the school is fully compliant with these checks rests with the board of management. The Inspectorate will monitor the board’s progress in achieving full compliance*.

**9 Meeting the Board of Management**

**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:**

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

**10 General Summary**

**CEIST Schools:**

With few exceptions, our schools receive very favourable inspection reports. They indicate that there is good or very good practice taking place in both dimensions of School Leadership and Learning and Teaching. In some cases, excellent practice is reported. There are always 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, this trend will continue. The change agenda for the coming years indicate that the challenges and opportunities facing our schools remain intense. However, as always, CEIST schools have the capacity to manage this change and improvement and do so in a manner that ensures our rich heritage and core values are sustained.

**Board of Management:**

Our Boards comprise of people who have volunteered their time and expertise for three years or more. It is extraordinary the level of effort and dedication shown by our volunteer members throughout the calendar year, sometimes in very challenging circumstances. All members on our Boards have a genuine interest in the school, an interest in education and have expertise and experience to bring to the school’s governance. CEIST as patron, is greatly indebted to them.

**The findings in relation to the commitment of Boards and senior leadership teams to the CEIST Vision and Values are very heartening and show that the CEIST Charter is at the heart of school life.**

**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/APTCS provides in-service for new Boards. Board members are strongly encouraged to avail of this. In addition, Board members, especially the Chairperson, should try to attend information sessions given by the DES and JMB. E.g. Child Protection & GDPR.

All new Boards and all new members of a Board should attend the induction provided by the CEIST FLG. This focusses on the Board’s role as devolved to them by the patron. Such a role is unique and requires exact understanding. They should also attend network meetings and other special meetings as organised by CEIST from time to time. A calendar of these events is shared with schools each year.

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, such as Circulars, Bulletins, Guideline documents etc. This familiarity with breadth of school activities prepares the Board well for the rigour of the WSE/ MLL evaluation process.

**Communications:**

The inspectors highlight the importance of clear 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 relates to both the day-to-day activities and to the sharing of School Development Planning. Reports mention the use of digital platforms especially in light of the school’s Digital Policy. Websites, Newsletters, Facebook, Instagram, Twitter and the school app are the most commonly used methods of communication of school related activities.

School student reports, text messaging, school app, social media and school journals are used for the day-to-day link to parents. Many schools are now granting parents/guardians access to the school database for information directly related to their child’s educational progress, attendance and behaviour.

**School Self-Evaluation:**

The SSE 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:**

The regular review of the posts of responsibility structures gives the opportunity for meaningful distribution of roles and duties among middle leadership.

**Learning and Teaching:**

Increasingly it is essential that Boards facilitate and resource staff to engage with the change through CPD and school planning. Established methodologies such as Assessment for Learning, Formative Assessment, Differentiation and flexible classroom practices are essential in the modern school . It is recommended that staff be accommodated in engaging with these in a collaborative manner. Subject department plans should reference these, methodically.

**Special Educational Needs**

It is essential that schools make every effort to address the individual needs of all students in our schools, 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 number 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 accountable regarding deployment of resources at individual student level. All evaluations expect precision in this regard.

**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 been very conscious of and excellent at accommodating. Maybe this is what makes our schools different, based on our Catholic Values and our extensive heritage of student care.

Sample observations from reports include:

*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**

**Inspection Models**

• Incidental inspection (II)

• Subject inspection (SI)

• Whole-school evaluation - management, leadership and learning (WSE-MLL)

• Whole-school evaluation (WSE)

• Programme evaluation (PE)

• Evaluation of inclusive practices and provision for children with special and additional educational needs (SEN)

• Evaluation of action planning for improvement in DEIS schools (DEIS)

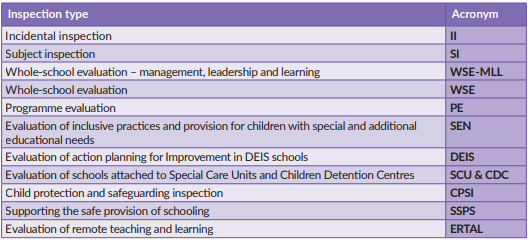
• Evaluation of schools attached to Special Care Units and Children Detention Centres (SCU & CDC)

• Child protection and safeguarding inspection (CPSI)

• Supporting the safe provision of schooling (SSPS)

• Evaluation of remote teaching and learning (ERTAL)

• Follow-through inspection



**Appendix 2**

**The Quality Continuum**

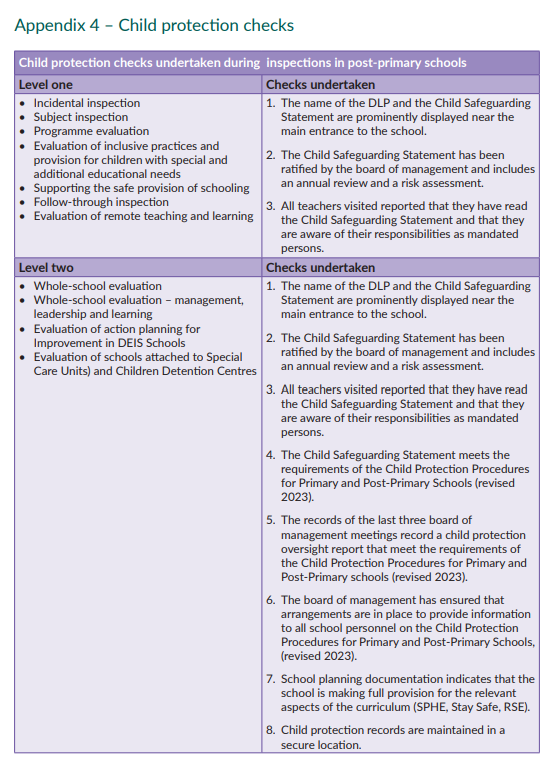
Inspectors use a quality continuum when describing each of the aspects of the school’s work during an inspection (Table 2 below). The continuum is designed to assist inspectors to arrive at evidence-based, evaluative judgements and describe the quality of a school’s provision or aspects of that provision accurately.

**A table of information

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**Appendix 3**

**Child Protection Procedures Check Levels**

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**Appendix 4**

**Review of school documents**

Inspectors will request to see and examine documents relevant to the focus of the particular evaluation. Many of these are prepared by schools as part of their normal planning and work and should be readily available in the school. This table outlines the documentation typically requested in the course of each inspection type. An inspector may also request additional documents or school records relating to specific issues that might arise in the course of the evaluation and/or documents specific to the inspection type:

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**Appendix 5**

**Documentation relevant to the inspection process**

* ***Education Act 1998:*** 7(2)(b) and Section 13(3)(a)(i).
* ***Code of Practice for the Department of Education Inspectorate*** (2022)
* ***A Guide to Inspection in Post-Primary Schools*** (2024), which was developed in consultation with the education partners, sets out the approach to inspection in post-primary schools. It provides a general overview of the approach to inspection and also an outline of each of the inspection types used in post-primary schools. This is an updated version of the Guide and replaces previous versions.
* **School self-evaluation: Next steps, September 2022 - June 2026**, including Circular 0056/2022 for Primary Schools, Special Schools and Post-primary Schools. This publication provides a framework and structure for schools to use in evaluating teaching and learning.
* **Circular 0056/2022**: School self-evaluation: Next steps, September 2022 - June 2026, for Primary Schools, Special Schools and Post-primary Schools. *(This Circular sets out the requirements in respect of the next cycle of SSE which begins in September 2022. It follows on from, and supersedes Primary Circulars 0039/2016, 0016/2018, 0040/2020, 0032/2021 and 0029/2022 and Post-primary Circulars 0040/2016, 0041/2020, 0033/2021 and 0030/2022).*
* **Circular Letter M29/95** Time in School
* **Circular Letter 0014/2017** Special Education Teaching Allocation
* **Circular Letter 0003/2018** Leadership and Management in Post-Primary Schools.
* ***Looking at Our School 2022: A Quality Framework for Post-Primary Schools***
* ***Child Protection Procedures for Primary and Post Primary Schools (revised 2023)***
* ***Anti-Bullying Procedures for Primary and Post-primary Schools (2013)***
* **Guidelines for the Publication of School Inspection Reports (2015)**

**Appendix 6**

**Policy Checklist**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Policy Development Checklist** | **To be reviewed** | **To be commenced** | **Other Comment** | **Ratified by BOM** |
|  | **Admissions** |  |  |  | **P** |
|  | **Allocation /admission of students** |  |  | **ongoing** |  |
|  | **Allocation of students to classes** |  |  | **ongoing** |  |
|  | **Anti-Bullying** |  |  |  | **P** |
|  | **Attendance and Participation** |  |  |  | **P** |
|  | **Child Protection** |  |  |  | **P** |
|  | **Dignity in the Workplace** |  |  |  | **P** |
|  | **Curriculum / Subject Choice** |  |  | **ongoing** |  |
|  | **Code of Behaviour and Code of Discipline** |  |  |  | **P** |
|  | **Equality / Equal Opportunities** | **P** |  |  |  |
|  | **Guidance** |  |  |  | **P** |
|  | **Health, Safety and Welfare** |  |  |  | **P** |
|  | **Home-School / Primary School Links** | **P** |  |  |  |
|  | **Homework** |  |  |  | **P** |
|  | **ICT / Internet Use incl Ipad Use** |  |  |  | **P** |
|  | **Pastoral Care** |  |  |  |  |
|  | **Relationships and Sexuality (RSE) / SPHE** |  |  |  | **P** |
|  | **Religious Education** |  |  |  | **P** |
|  | **Special Needs and Learning Support** |  |  |  | **P** |
|  | **Uniform** |  |  |  | **P** |
|  | **Critical Incident** |  |  |  | **P** |
|  | **Substance Use** |  |  |  | **P** |
|  | **Record Keeping** | **P** |  |  |  |
|  | **Students Council / Parents Council** | **P** |  |  |  |
|  | **Assessment** |  |  |  | **P** |
|  | **Staff Development** | **P** |  |  |  |
|  | **Numeracy & Literacy** |  |  |  | **P** |
|  | **Workplace Policies -** |  |  |  | **P** |

**Appendix 7**

**Sample Schedule for the inspection process**

**WSE/MLL Experience & Resources**

**Notification email:**  07 September

**Request for School Information:** <https://www.gov.ie/en/form/inspection-report-forms/>

**Inspectors’ Visit** 19 September

* 10:45-11:00 Arrive in school. Meet with P and DP until 11:50
* 11:50 - 12:30 Student questionnaires: 2nd Years – access to IT
* 12:30 - 13:10 Student questionnaires: 5th Years – access to IT
* 13:10 Brief introduction to staff
* 13:50 Document review
* 15:00 - 16:00 Meeting with parents
* 17:00 Meeting with BOM

**WSE/MLL in-school inspection:** 25-27 September

**25 September:**

* Arrival at approx. 08:15 at which time we can choose the students for the focus group (approx. 10 students) from those who have completed the consent forms. We will choose these with the following criteria in mind:
  + Participants will represent in so far as possible all year groups and programmes Participants of varying abilities and interests
  + Participants with additional educational needs
  + A mix of participants from different ethnic backgrounds
* 09:15-10:05: Meeting with the Leading Learning Team (comprised of staff involved in DEIS planning, Digital Strategy, LIFT, Student Council/Meitheal Leadership, and three Year Heads). One representative of Year Heads will suffice if it is difficult to substitute for lessons or if some staff do not teach on Mondays. There is no requirement for any member of staff to attend if not timetabled to be in school on that day.
* 10:15-10:55: Focus Group with students
* 11:10-12:10: Meeting with Student Support Team (Pastoral Team for the first 30 minutes and AEN Team for the last 30 minutes)
* 13:50-15:50: Meeting with Senior Management Team (Principal and Deputy Principal)

**26 & 27 September:** Observation of 17 lessons over the 2 days & additional meetings with Principal & Deputy Principal

**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

DDLP 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

OIDE Supporting the Professional Learning of School Leaders and Teachers

* Comprising of:
  + Centre for School Leadership (CSL)
  + Junior Cycle for Teachers (JCT)
  + National Induction Programme for Teachers (NIPT)
  + Professional Development Service for Teachers (PDST)

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 DUTIESTEACHER)

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 SEIRBHÍSÍ OIDEACHAIS LEANUNAIGH AGUS SCILEANNA (new FAS)

SSE SCHOOL SELF-EVALUATION

SRC STUDENT REPRESENATIVE 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