WSE Inspections

Secondary Schools

Format of WSE-MLL Reports

Actions of the school to safeguard children and prevent and tackle bullying

School context

Summary of main findings and recommendations:

1. The quality of teaching and learning

2. Quality of school leadership and management

3. Quality of support for students' wellbeing

Child Protection Requireents

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.

2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.

3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.

5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child ProtectionProcedures for Primary and Post-Primary schools 2017.

6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, 2017.
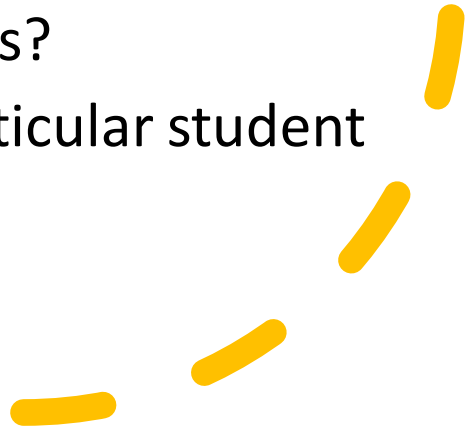
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE).

8. Child protection records are maintained in a secure location.

Antibullying Policy

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.

Findings

- Are there effective practices evident regarding the development of leadership capacity for staff?

- Is the school providing an inclusive and caring learning environment; school leaders and teachers work diligently in maintaining very positive relationships with students and parents?

- The board is very committed to the ongoing progression of the school and has identified a number of priority areas for development?

- Are there significant strengths in the provision for learners with additional education needs?

- Support for students' wellbeing in particular student absenteeism?

- Has the school a whole-school assessment policy which includes formative assessment practices?

- Has the board established a robust system of policy development?

- Has your school a strengthened core team of special education teachers (SET)?

- Is the school's strategic plan focused, timebound targets set, persons responsible listed and success criteria outlined?

- Has the board and senior management considered broadening the range of curricular programmes offered to meet the needs and interests of learners?

- Has good rapport been established with each class group?
- Are there high levels of student engagement in lessons?

- Are there opportunities for students to work collaboratively in pairs or groups?

- Is there highly effective development of communication and teamwork skills evident in lessons?

- Are there opportunities for students to articulate their learning and exemplify their understanding by using subject-specific language and terminology?

Is there evidence of completion and assessment of homework by your teachers in their classrooms?

Have the school evidence of collaboration between SET and mainstream teachers to enable teachers to identify teaching and learning strategies?

How well are the classroom differentiation strategies implemented?

While your teachers may provide formative feedback to students orally by teachers, do they make use of written formative feedback, peer and self assessment?
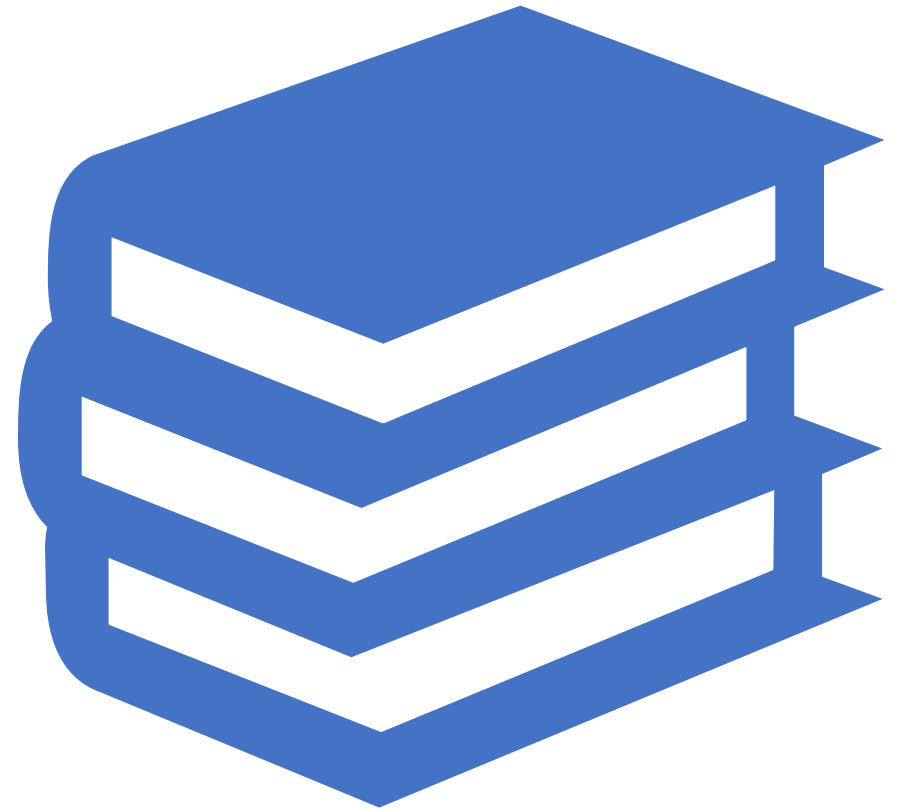
Has management provided a comprehensive and inclusive template for subject plans to staff for subject planning?

Has the LC results been detailed in all subject plans?

Any planning as to what targeted interventions might support ongoing improvements in students' attainment?

Has management provided time for reflection to share and extend ideas about successful practice….to develop very good assessment practices. ….collaborative development of an assessment policy?
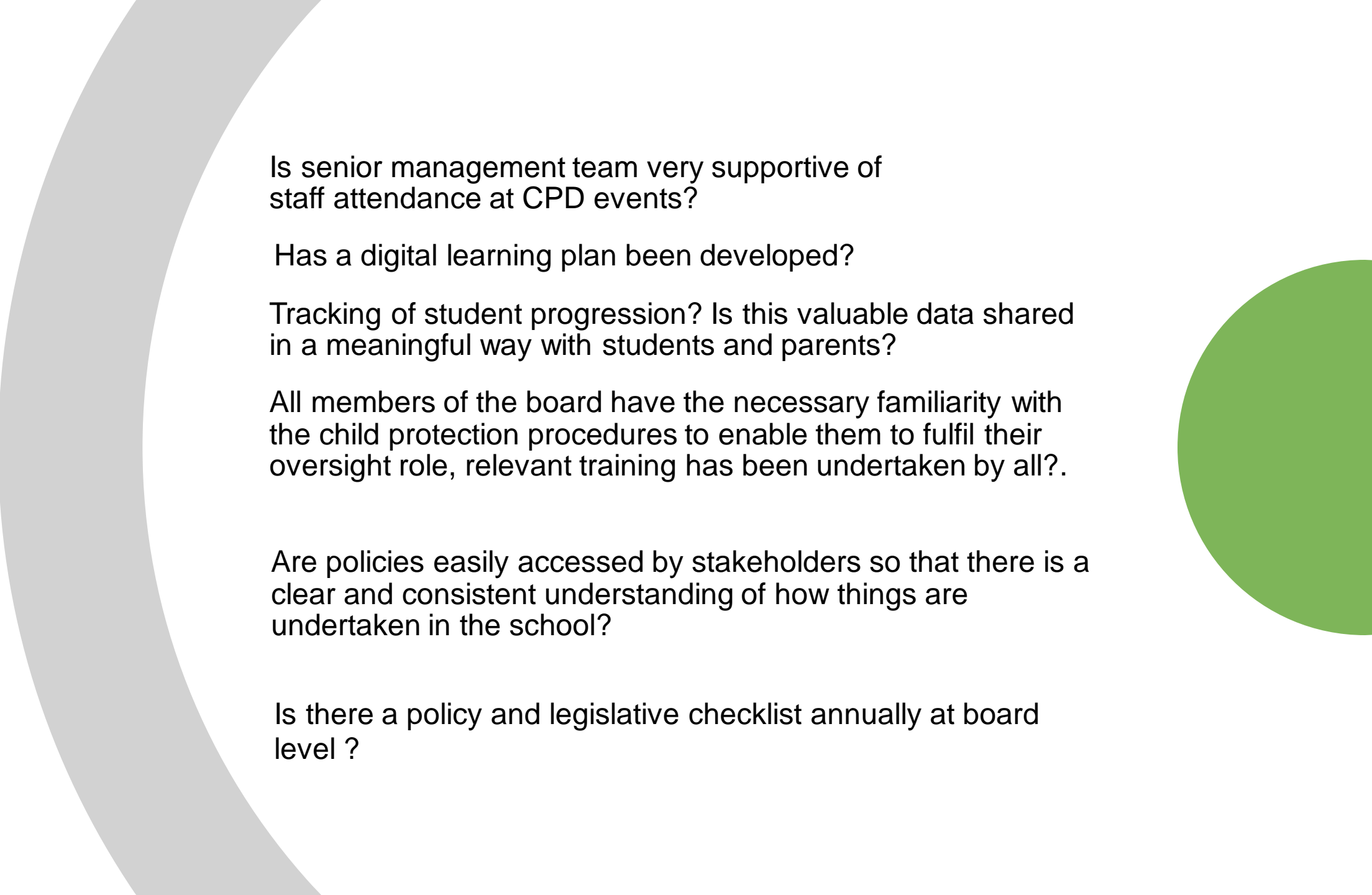
Has the Leadership and management roles promoted an inclusive school community which values diversity and equality of opportunity for students throughout all aspects of school life?

In the school's strategic plan, has the board recognised the need to keep the range of subjects/programmes currently offered in the school under review ?

How has Management allocated hours to wellbeing in second and third year so that planning for the delivery of the wellbeing programme can advance and all subject departments are made aware of the allocated time to their subject area?.

Is senior management team very supportive of staff attendance at CPD events?

Has a digital learning plan been developed?

Tracking of student progression? Is this valuable data shared in a meaningful way with students and parents?

All members of the board have the necessary familiarity with the child protection procedures to enable them to fulfil their oversight role, relevant training has been undertaken by all?.

Are policies easily accessed by stakeholders so that there is a clear and consistent understanding of how things are undertaken in the school?

Is there a policy and legislative checklist annually at board level ?

Has Senior management provided teachers with rich opportunities to develop their leadership capacity and to take on responsibilities for key developments and initiatives in the school?

PMEs in school?

Droichead?

A highly effective student council is in the school? Student voice? Student voice at Board level?

An active parents' council ?

Have school management and teachers reviewed the school's emerging needs to ensure that the post of responsibility structure continues to prioritise the needs of the school, and equity of leadership responsibilities?

Are Students positive about their learning in RSE lessons?

Is there an efficient digital referral system that enables all staff to contact the support team when they have concerns about a student's wellbeing?

Is classroom furniture configured to support a collaborative learning space for students?

Does the board, those in leadership positions, and teachers work to promote higher expectations of student participation and achievement in learning and ensure collaborative learning opportunities and appropriate levels of challenge for all?

Has management viewed the webinar produced by the Department of Education entitled '*Effective Literacy Strategies in Post Primary DEIS Schools'*

Rich classroom environments?.

Subject departments should document their reflections on the findings of State exam analysis, thereby making use of this data and other sources of data such as teachers' professional discussions and students' work, to drive improvements in teaching and learning. Is this happening in your school?

Are there staff inputs re T&L to staff meetings whereby presentations are made available in hard copy or digital form for further reference, Teachmeets, or trialling and is there a review of new agreed teaching strategies, to promote best practice?

Peer observation?

In the use of reduced timetables has circular 47/2021 and
related guidelines been referred to?

The board and senior management should ensure that there is a minimum
of 28 hours of teaching time? Tutor time? Circular 0072/2022 ….the
minimum of 166 school days full tuition for all students?

Are there strong partnerships in place with the main feeder school(s), with a
number of local and national businesses, with past students, and with other
educational organisations?

Has your school an Attendance committee that works with tutors
and year heads for following up on absentee students?

The board and senior management seeks to further develop the

leadership roles within the staff to include leadership of teaching and learning?

Do the students in your school feel very safe and express a strong sense of community and belonging?

Are students encouraged to make notes rather than taking them down from the board as this encourages students to take responsibility for their own learning?

The best quality plans had clear links to learning outcomes, clearly outlined learning activities, and identified individual differentiation strategies; they highlighted useful teaching and learning resources and indicated formative and summative assessment strategies. Planning should be viewed as an ongoing dynamic process, with subject department plans treated as living documents, regularly edited and updated, and, if appropriate, linked to DEIS action planning for improvement.

- Ensure that all practices supports healthy eating and readiness for learning.
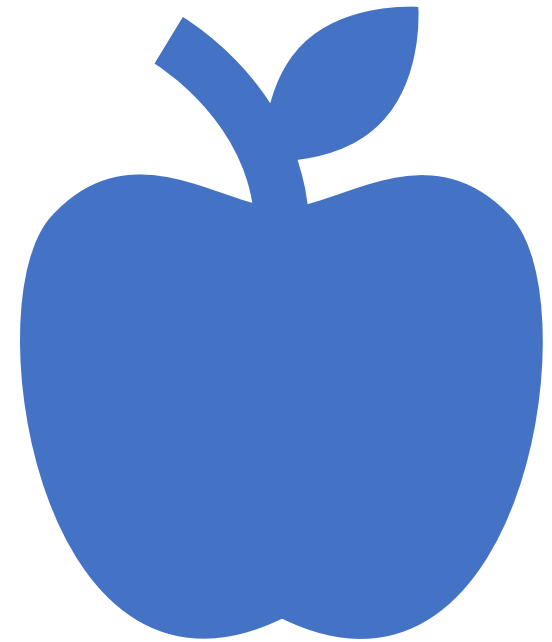
The principal and deputy principal regularly reflect on their own practice and their self-awareness has helped them develop highly effective management practices?

Is the school's leadership team playing a crucial role in promoting a culture of reflection, and improvement? Is the principal, deputy principal, and other leaders in the school fostering an environment that nurtures reflection, learning, and creativity?

To ensure inclusivity, are school leaders working collaboratively with all staff members to develop and implement policies that are inclusive and reflective of the school's values?

Has the senior management team meet with all students and their parents/guardians prior to their starting in the school?

So how did you score????

Tá siad ag teacht!