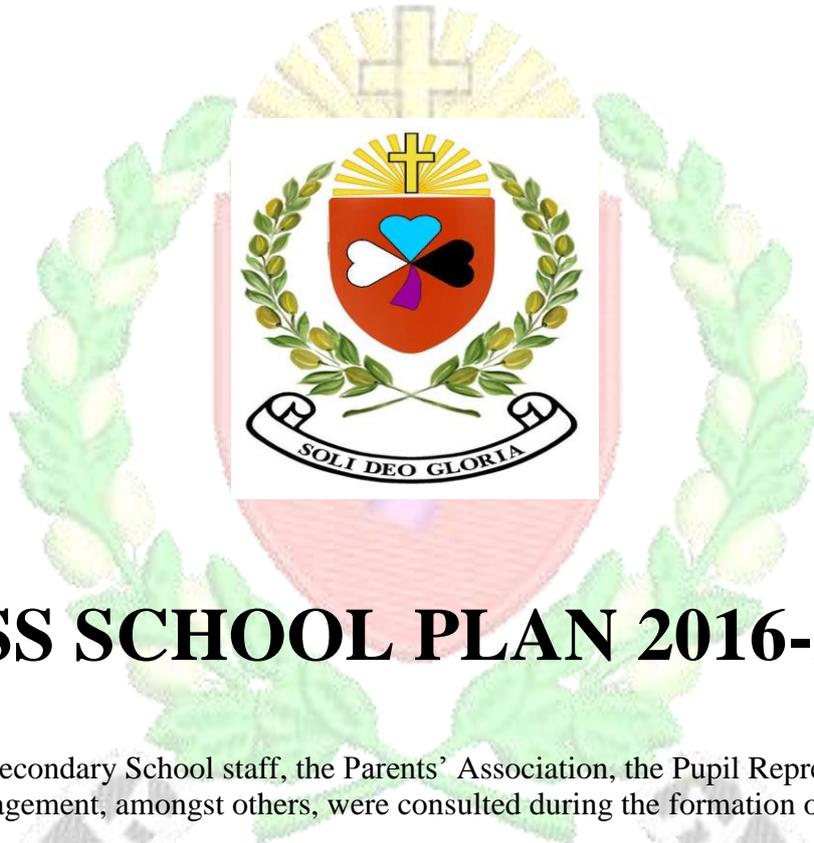


Holy Family Secondary School Newbridge, Co. Kildare

Roll Number: 61682A



HFSS SCHOOL PLAN 2016-2021

Holy Family Secondary School staff, the Parents' Association, the Pupil Representative Council, the Board of Management, amongst others, were consulted during the formation of the policy.

Ratified by Board of Management on: 11th October 2016

Proposed Next Policy Review date: Annual monitoring

Chairperson, Board of Management
Mr Feargal Whyte

Secretary, Board of Management
Mrs Angela Ryan

Representative of the Diocese
Fr. Joe Mc Dermott

Date:

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- PROPOSED STRATEGIC DIRECTIONS FOR 2016-2021

We have identified our future strategic directions for priorities as:

- Ethos- School Culture Formation Audit
- Curriculum planning and academic attainment
- School Self Evaluation – Numeracy, Literacy, Peer Collaboration, Cósán. An Improved Culture of Evaluation
- ICT for the 21st Century
- Excellence in Teaching and Learning
- Health and Wellbeing
- Improved Pupil Voice and Curricular activities

Appendix I: Plan timeline

Appendix II: Distributive Leadership- School Generated Posts

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I. Introduction

It is our collective responsibility in Holy Family Secondary School to ensure the highest quality learning experiences for all of our pupils, with a focus on pupil engagement, learning and development in a safe, inclusive and caring school environment. In order to help us achieve our aims, we have prepared our School Plan. This plan is a living document that will help us navigate towards our goals. As a living document, we accept that there are many variables that will impact on our planning over the next five years. However, this plan will also insure that we keep a clear focus on attainable targets. Our school plan acts as a reference document that guides the activities of Holy Family Secondary School and facilitates monitoring and self-evaluation.

Our School Plan is the product of an ongoing process whereby the whole school community, in a spirit of collegiality and partnership, plan for our shared vision and educational philosophy. Our plan will build on previous plans and aims to:

- Review and evaluates our school identity, ethos and vision
- Identify what we do well and what needs to be improved.
- Plans courses of action that will deliver a more effective service.

In our continuous reflective review, we aim to keep our focus on four core questions:

- What is our shared vision at HFSS that shapes our school community?
- What are the demographics of our learning community?
- Who are our learners?
- What is our vision of success for learning for each pupil?
- How can we best improve practices?

PART ONE of this plan is an overview of the relatively permanent features of our school, including its mission, vision and aims, context factors, curriculum, and organisational policies.

PART TWO is a development section specifying our school's current development proposed strategic directions and outlining action plans for their attainment.

Angela Ryan

Principal, Holy Family Secondary School

October 2016

Part One: Relatively Permanent Features of our School

HFSS Mission Statement

Holy Family Secondary School is a Catholic, girls-only, all-ability, diocesan day school, under the patronage of the Bishop of Kildare and Leighlin. Our school provides an education based on the vision of Pierre Bienvenu Noailles, founder of the Holy Family Order. In accordance with this vision, we promote the Christian virtues of faith, hope, love, gentleness, respect and tolerance, and we emphasise togetherness and family.

Guided by these Christian virtues, and dedicated to the pursuit of excellence, it is our mission to provide a safe, caring, inclusive learning environment in which to foster the spiritual, intellectual, academic, aesthetic, physical, emotional and social development of each pupil so that she may fulfil her own unique potential and may leave our school with the capacity and the willingness to contribute to the building of a society characterised by these Christian virtues.

It is also our mission to foster a strong, positive partnership with our parents, parish, past-pupils, and the wider community.

"L'esprit de famille se résume tout entier dans ce mot: charité."

(P.B. Noailles)

The Holy Family spirit may be summarised in one word: love.



HFSS History

Monday, 7 September, 1959 is a landmark date in the history of secondary education in Newbridge. On that day the town's first secondary school for girls opened its doors – the same doors which had welcomed the first pupils of the Holy Family Sisters in 1875.

Until 1948, girls in the Newbridge area who wished to continue their education after primary school, travelled either to Kildare or Naas. Secondary education for girls was introduced by Monsignor Miller, parish priest of Newbridge: it was then known as a 'Secondary Top'. Sr. Gertrude O'Sullivan was principal. The Secondary Top started with six pupils who sat for the Intermediate Certificate examination in 1950.

Due to an increasing enrolment, lack of adequate accommodation and for financial reasons, it was deemed essential to apply for recognition as a Secondary School.

When the official opening of the school took place in 1959 there was an enrolment of seventy-five pupils and a staff of five. Sr. Catherine Moran was Principal and she was assisted by Mrs. Máire Ryan – later to become the first Vice-Principal of the school – Mrs. Margaret O'Donoghue, Sr. Elizabeth Molloy and Sr. Rosalie Ryan. A wide range of subjects was on offer: apart from the core subjects of Irish, English, Maths, History and Geography, the curriculum also included junior Science, Leaving Cert Biology, Commerce, Latin and French. Home Economics was taught by Mrs. Gibson – a part-time teacher – and art was taught by Mr. Partridge. Although not on the official curriculum, Singing and Music were not neglected.

For the first eight years of its existence, Holy Family Secondary School was located in the east wing of the Convent. However, due to a significant increase in enrolment, it became obvious that a new building was essential. For the first time the Department of Education announced state capital grants to fund new buildings. The Holy Family Secondary School was one of the first in the country to avail of the scheme.

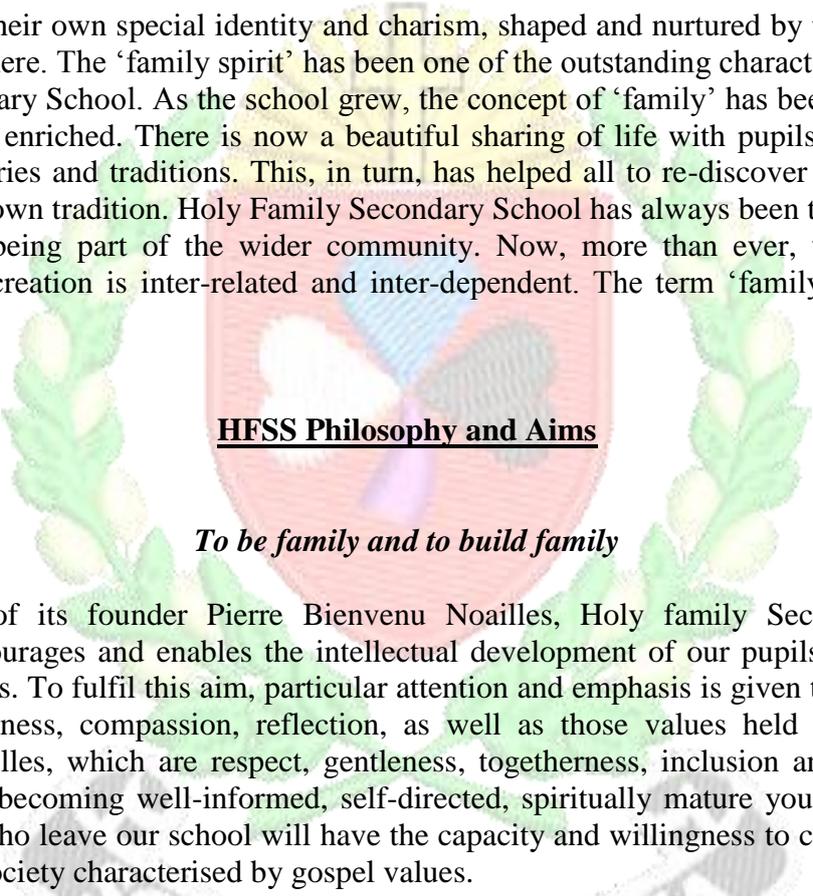
The site was blessed and the first sod for the new school was turned by the Parish Priest, Monsignor Miller, on 6 November, 1965 – feast of All the Saints of Ireland. The blessing and official opening took place on 14 September, 1967. Nine years later, problems of accommodation arose once more. The site for the extension was blessed on 9 March, 1981 by Fr. Garry Murphy P.P. The blessing and official opening took place on 14 September 1982, the ceremony being performed by Dr. Liam Ó Maolcatha, Chief Inspector, Department of Education – who, incidentally, had examined the first Leaving Cert. class for oral Irish in 1960. After the opening ceremony the Bishop of Kildare & Leighlin, Most Rev. Patrick Lennon, D.D. blessed the building. The total cost, including furniture and equipment, was £568.00: a sizable amount of this had to be found by the Holy Family Sisters. The second and final extension to the school was officially opened and blessed by Most. Rev. J. Moriarty, Bishop of Kildare & Leighlin.

In 1992, the Holy Family Sisters handed over the ownership of the school to the Diocese of Kildare & Leighlin. The first Board of Management was set up under the chairmanship of Mr Cahir O'Sullivan, and the first lay Principal, Mrs. Rita Brazil. was appointed. The name,

character and ethos of the school would be maintained. As far as possible, the Sisters would maintain contact with the school by providing a school chaplain.

“To be family and to build family” describes the ethos of the *Holy Family Association*. The Second Vatican Council’s insistence on a greater involvement of lay people in the life of the Church spilled over into the area of education. The concept of the rights of parents as partners in education was advanced. Long before the advent of Parents’ Associations there was always a community and ‘family’ dimension to *Holy Family* education. The support of parents, expressed in so many ways, was much appreciated and was one of the great strengths of Holy Family School.

Schools have their own special identity and charism, shaped and nurtured by the people who have worked there. The ‘family spirit’ has been one of the outstanding characteristics of Holy Family Secondary School. As the school grew, the concept of ‘family’ has been considerably broadened and enriched. There is now a beautiful sharing of life with pupils from so many different countries and traditions. This, in turn, has helped all to re-discover the beauty and riches of their own tradition. Holy Family Secondary School has always been to the fore in its awareness of being part of the wider community. Now, more than ever, we realise that everything in creation is inter-related and inter-dependent. The term ‘family’ embraces all God’s creation.



HFSS Philosophy and Aims

To be family and to build family

In the spirit of its founder Pierre Bienvenu Noailles, Holy family Secondary School promotes, encourages and enables the intellectual development of our pupils, supported by Christian values. To fulfil this aim, particular attention and emphasis is given to nurturing the values of kindness, compassion, reflection, as well as those values held dear by Pierre Bienvenu Noailles, which are respect, gentleness, togetherness, inclusion and family. It is hoped that, in becoming well-informed, self-directed, spiritually mature young women, the young ladies who leave our school will have the capacity and willingness to contribute to the building of a society characterised by gospel values.

As a school devoted to learning, we are constantly reviewing and developing our programmes, practices and facilities. Our challenge is to blend the best of our traditions with innovation in a changing world. In support of this, the school places great emphasis on the professional development of staff. Curriculum goals and teaching methods are regularly reviewed as are our general structures and procedures. Integral to this process is the valuable advice and input of parents and pupils.

All of us who work in Holy Family Secondary School see ourselves as partners in our learning community. We look to the future of the school and that of our pupils with great hope and high expectations. We acknowledge and value the dedicated work of our school staff.

HFSS School Structures and Resources

Contact

Holy Family Secondary School for Girls
Newbridge, Co. Kildare (Ireland)
Under the patronage of the Diocese of Kildare and Leighlin

Principal: Mrs A Ryan
Deputy Principal: Mrs S. Allen

Tel: 045-431957
Fax: 045-431253
Email: reception@holyfamily.ie
www.holyfamily.ie

Management

Board of Management

The Board of Management of Holy Family Secondary School functions in accordance with the requirements of the Education Act 1998, and Department of Education and Skills policies, circulars and directives. The Board of Management manages the school on behalf of the Dioceses of Kildare and Leighlin and is responsible for ensuring that the characteristic spirit and ethos of the school as expressed in the school plan is in line with the educational philosophy of the Holy Family Order.

The Board ensures that all relevant issues of principle or policy are reflected in the school plan. The Board has a statutory responsibility for the school plan and includes priorities for development, significant proposals for action. School policies are ratified by the Board. The Board of Management asks the Principal to engage with the teaching staff and other partners in the school planning process. The Board receives regular updates on progress and has offered advice and comments on areas of concern or need. The Board ratifies, after consideration, acceptable proposals for inclusion within the plan and amends or seeks further work or clarification on proposals that raised concerns. The achievement of objectives set out in the school plan and communicated these to parents, as outlined in Section 20 of the Education Act (1998).

The Board pays close attention to Subject Inspection reports and discusses the recommendations that have a significant whole-school dimension or resource implication. The Board supports the planning process as required, particularly in facilitating necessary training and the reasonable allocation of resources. The Board commends the work done in the planning process in its communication with the partners, to help nurture a climate of collaboration, self-evaluation and reflection in the school. The Board of Management leads the review of school policies in collaboration with the staff, parents and pupils. The Board reflects and discusses how the school plan is progressing and whether it is developing appropriately in order to meet the real needs of Holy Family Secondary School and its pupils.

Middle Management (In school management)

Along with senior management (Principal and Deputy Principal) there is a middle management team consisting of six Assistant Principals plus a Programme Coordinator post at Assistant Principal level and three Special Duties posts.

Assistant Principals and Special Duties post holders are members of the in-school management team. They advise and assist the Principal and Deputy Principal in the evaluation and development of all school policies and of the school curriculum. They assist in administering the school's Positive Behaviour Policy with the Principal and Deputy Principal and actively enforce positive behaviour (including uniform, make-up, punctuality) at all times among pupils.

Support for DES Post-holders: The school management shall endeavour to support, in whatever way possible, the post holders so as to facilitate the effective carrying out of the duties of their post.

Professional Development: The school management is committed to both encouraging and facilitating continuous professional development.

Review & Evaluation Procedures: A meeting for all post holders **shall** take place at the beginning of each school year. A review / evaluation meeting **shall** take place between the post holder and the principal at the beginning of each school year and, if deemed necessary by either the principal or the post holder, at any other time during the school year as per Circular 29/02. The next formal review of Posts of Responsibility shall take place in accordance with Circular 29/02.

An overview of all posts took place in May 2012 with a further review of school needs in April 2015 and September 2015 in relation to posts of responsibility and following retirement in August 2015 of the then holder of AP3. AP6 is currently vacant and under review.

- | | |
|--------------------------------------|--|
| 1. Assistant Principal (AP 1) | IT Co-ordinator; Chair- Health & Safety Committee |
| 2. Assistant Principal (AP 2) | Attendance Monitor |
| 3. Assistant Principal (AP 3) | Pastoral Care/Chaplaincy |
| 4. Assistant Principal (AP4) | Co-ordinator of Work Experience & PME induction |
| 5. Assistant Principal (AP 5) | Coordinator of School Events/Coordinator of SR |
| 6. Assistant Principal (AP6) | Consideration for appointment (November 2016) |
| 7. Programme Co-ordinator | Programme Co-ordinator TYP and LCVP |

SPECIAL DUTIES POST HOLDERS

The post of Special Duties Teacher is a significant position in our school. The Special Duties Teacher is a member of the In-School Management Team. The Special Duties Teacher provides leadership and support, in accordance with HFSS mission statement, for all aspects of school improvement and school development in collaboration with all other post holders and all staff. In carrying out the duties of this post, the Special Duties teacher strengthens the Holy Family ethos of our Catholic faith school, contributes to the holistic education of all our pupils, promotes a positive behaviour environment within the school, is a strong model of educational leadership for all colleagues and strives to meet the needs of the school.

Schedule of Duties of In-school Management Team:

- Advise and assist the Principal and Deputy Principal in the evaluation and development of school policies and of the school curriculum
- Administer the school's Positive Behaviour Policy with the Principal and Deputy Principal
- Actively enforce positive behaviour (including uniform, make-up, punctuality) at all times among all pupils
- Be available to assist in managing the school in the absence of either or both the Principal and the Deputy Principal
- Be available to attend meetings of the In-School Management Team

Support for Special Duties Teacher: The school management shall endeavour to support, in whatever way possible, the Special Duties Teacher so as to facilitate the effective carrying out of the duties of this post.

Professional Development: The school management is committed to both encouraging and facilitating the professional development of the post holder.

Review & Evaluation Procedures: A meeting for all post holders **shall** take place at the beginning of each school year. A review / evaluation meeting **shall** take place between the post holder and the principal at the beginning of each school year and, if deemed necessary by either the principal or the post holder, at any other time during the school year as per Circular 29/02. The next formal review of Posts of Responsibility shall take place in accordance with Circular 29/02. This post was reviewed in September 2015 in accordance with Circular 29/02 and Circular 0042/2010.

1. Special Duties Teacher (SD 1) Year Head to 5th year students

2. Special Duties Teacher (SD 2) Co-ordinator of Learning Support/Resource & SEC

Returns

Distributive Leadership

Since 2010, a model of distributive leadership has been developed in HFSS. The many leadership and management roles and tasks required for the effective leadership and management of HFSS have been carried out by a large number of teachers. These roles and tasks include the following: year heads, chaplains, committee chairpersons, study co-ordinator, homework club co-ordinator, fire officer, assistant policy-co-ordinator, school timetable co-ordinators, co-ordinator of house and mock examinations amongst other roles.

Representative Structures

HFSS Parents Association

We have a parents' representative association who typically meet once a month. The Parents Association is an active partner in policy development. Their views are invited on all events, matters and proposals. We regularly communicate with our parents through text, letter, Facebook and website. We have a new initiative, viz. 'Parent Response to the School Report'. As a result of this we are 'improving' the comments we make on our Christmas and summer reports.

HFSS Pupil Representative Association (SRC)

We have a pupils' representative association who meet regularly.

Staffing

There is a full-time teaching staff of 48 teachers which includes: three guidance counsellors who also have teaching duties and a learning support/resource team. The non-teaching staff includes the office, caretaking, SNAs and housekeeping staff in addition to sports coaches.

Structures for School Planning

Policies are formulated and reviewed on a regular basis. This necessitates the involvement of staff, pupils, parents and the Board of Management. There are regular agenda-driven subject department meetings throughout the school year. At the beginning of each academic year, subject department members update their subject plans. Areas for development are prioritised and include a focus on literacy, numeracy, active teaching methodologies, target setting and evaluation. At the beginning of the following academic year, the areas prioritised for development are reviewed and evaluated within individual departments.

Care and Management of Pupils

Class Tutor

Each class group is assigned a class tutor. Where possible the class tutor is generally a subject teacher to this specific group, thereby enabling the pupils in their care to have regular and constant contact with them. He/she acts as a link between the pupil and the Year Head. In addition, the class tutor also facilitates regular class meetings throughout the school year.

Year Head

The Year Head takes on the responsibility for a whole year group, overseeing attendance and punctuality, academic progress, discipline and pastoral matters. The Year Head meets fortnightly with the Principal/Deputy Principal and the Year Head Team to discuss matters pertaining to individual pupils in their care and liaises closely with the Guidance Counsellor. In addition the Year Head establishes communication between the home and the school.

Pastoral Care Team

This involves the Principal, Deputy Principal, Year Heads, Class Tutors, Guidance Counsellors, Learning Support teachers and School Chaplaincy Team. Pastoral Care involves the holistic nurturing of each pupil. Issues that may arise and require team meetings include; academic progress, discipline issues, pupil bereavements, family bereavements, friendship issues, family problems and pupil stress. Subject teachers are informed on a need-to-know basis of situations which may impede academic progress.

Careers and Guidance Counsellors Team

The guidance counsellors arrange meetings with each pupil within the school to monitor progress and pupil well-being. They are generally available during the school day but their availability has been seriously curtailed due to the cutbacks in guidance and counselling. A crisis counselling timetable has been devised in conjunction with chaplains so that most periods of each day have a counsellor/chaplain available should the need arise

Resource/Learning Support Team

The team consists of the Principal, Deputy Principal, Guidance Counsellor/s, AP and SD Post holder with responsibility for special education needs, learning support teachers. The team meets both formally and informally to ensure that pupil needs are being met. We have two Special Needs Assistants.

Administrative Staff: Our administrative staff comprises of a secretary/receptionist, finance secretary/assistant secretary to BOM and an admissions secretary/secretary to senior management

Support Staff: We have two caretakers – a full-time day caretaker and a part-time evening caretaker/cleaner. We have a school housekeeper and a part-time cleaner.

Contract Catering Staff:

HFSS Curriculum Provision

Throughout their years in Holy Family Secondary School, pupils participate in a wide variety of educational experiences which aim to extend and deepen their knowledge, understanding, skills and abilities. In this the girls are provided with the highest standards of teaching and learning at all levels by a dynamic, progressive and committed teaching staff.

Subjects/Programmes JUNIOR SCHOOL to JUNIOR CERTIFICATE

English, Irish, Mathematics, History, Geography, C.S.P.E., S.P.H.E., Religion, Science, Spanish, French, German, Business Studies, Home Economics, Art, Music and P.E.

The Principal and Deputy Principal liaise with the First Year pupils about the procedure involved in choosing their subjects. The pupils choose two subjects for their Junior Certificate from the following optional subjects: French, German, Spanish, Home Economics, Art, and Music

From 2016-2017, all pupils will proceed from 3rd year to a compulsory Transition Year programme (4th year)

Subjects/Programmes SENIOR SCHOOL to LEAVING CERTIFICATE

Pupils may choose from the following bank of optional subjects (subject to viability/pupil uptake) for Leaving Certificate: French, Spanish, German, Biology, Chemistry, Physics, Business, Accounting, Economics, Music, Art, Home Economics, Applied Maths, Geography, and History. Non exam subjects also R.E., S.P.H.E., P.E., I.C.T., other well-being modules – Crafts/Cookery

In addition, all pupils take English, Irish and Maths.

As well as the traditional Leaving Certificate, HFSS offers the Certificate Vocational programme (LCVP).

Provision for Co-curricular and Extra-curricular activities

Pupils are encouraged to participate in a variety of extra-curricular and co-curricular activities. Clubs within the school include Debating, Gaisce (The President's Award); Mock

Trial Team, Orchestra, Chamber Choir, Trad Group and Book Club. An annual school musical in association with the Patrician Brothers School is held.

Sport

The school participates in a variety of sports and is actively involved in competition at local and national level. All pupils are encouraged to participate. The sports on offer include Basketball, Athletics, Gaelic Football, Volleyball and Badminton.

SCHOOL POLICIES

Our Policy Framework for Developing, Revising and Updating School Policies

Based on good practice, self evaluation and stakeholder feedback, this policy framework comprises overarching principles, procedures and guidelines used for the development, periodical monitoring and formal review of policies at Holy Family Secondary School. The Policy Framework seeks to articulate the principles that guide policy development and review and establish standardised procedures to provide a comprehensive point of reference for information relating to policy development and review. Our school provides an education based on the vision of Pierre Bienvenu Noailles, founder of the Holy Family Order. In accordance, we promote the Christian virtues of faith, hope, love, gentleness, respect and tolerance, and we emphasise togetherness and family. It is in recognition of these core values that we strive to foster a strong, positive partnership and collaborative school policy planning approach, with all of the stakeholders in our school community.

➤ **Preparation of scoping document**

- Reflecting HFSS ethos, mission statement and specific school needs.
- Initial planning meeting with senior management team.

➤ **Research and review**

- Reference key documents and relevant legislation.
- Reference support/resource materials/information/guidelines.
- Policy Planner will draft initial policy draft as a discussion document.

➤ **Initiate and establish structures**

- Staff consultation meeting with draft policy as discussion document. Depending on the scope and nature of the policy in question, level of consultation with relevant personnel and staff will vary, however, all constructive feedback and input is welcomed and encouraged.
- Agree on who will have responsibility for putting this policy in place on an operational level at the implementation stage.

➤ **Circulation and consultation**

- Circulate the draft policy and consult with general staff body.
Consult with SRC, Parents Association, and Board of Management accordingly.
- Amend the draft policy, as necessary, in light of the consultation process.
- Feedback for suggested amendments to the Policy Planner via written format.

➤ **Ratification and communication**

- Present to the Board of Management for ratification.

- Make provision for the circulation of the policy.
- Communicate the ratified policy to other members of the school community.

➤ **Implementation, Monitoring**

- Implement the policy from an agreed start date.
- Standard operational procedures agreed by staff member(s) with responsibility for effective implementation.
- Check, at regular intervals, that the policy is being implemented and identify issues arising.

➤ **Review, evaluation and revision**

- Review and evaluate the impact of the policy at pre-determined intervals
- Seek feedback from stakeholders.
- Revise and amend when necessary, in light of the evaluation process, feedback from school community and other developments.
- In addition, as a guideline only, a policy review is to be carried out every three years.

➤ **Review criteria**

- Consider whether the policy remains consistent with best practice and the strategic direction of HFSS and continues to meet stakeholder needs, complies with any existing related policies and works well on a practical level.

➤ **Policy document management**

- For a consistent approach, the same policy template will be used.

➤ **Policy document control**

- It is the responsibility of the HFSS Policy Planner to keep track of the drafts of the document. Version numbers should be used to signify each revised version of the draft and a record of summarised revisions should be kept by the Policy Planner.

The following are available to download on www.holyfamily.ie under the policies tab:

- HFSS Vetting Policy
- HFSS SRC Policy
- HFSS Child Protection Policy
- HFSS Admissions Policy
- HFSS Code of Behaviour
- HFSS Special Education Needs Policy
- HFSS Health and Safety Policy and Safety Statement
- HFSS Administration of Medication and First Responders Policy
- HFSS Anti-Bullying Policy
- HFSS Staff Induction Policy
- HFSS Job-Sharing and Career Break Policy
- HFSS Debutantes' Ball Policy
- HFSS CCTV Policy
- HFSS Data Protection Policy
- HFSS Educational Excursions Trips and Exchanges Policy
- HFSS Guidance Counselling Policy
- HFSS Uniform Policy

- HFSS Managing Images of Pupils Policy
- HFSS ICT and Acceptable User - Technology Policy
- HFSS Homework and Coursework Assessment Policy
- HFSS Pupil Representative Council Policy
- HFSS School Improvement Plan (SIP I) LITERACY
- HFSS School Improvement Plan (SIP II) NUMERACY

SCHOOL PLANT

The Board of Management are committed to maintaining a safe, secure, and clean school environment. School building modifications and improvements are on-going. To give an indication of the wide range of tasks completed, below is the list of refurbishments carried out in 2015.

HFSS REFURBISHMENTS 2015

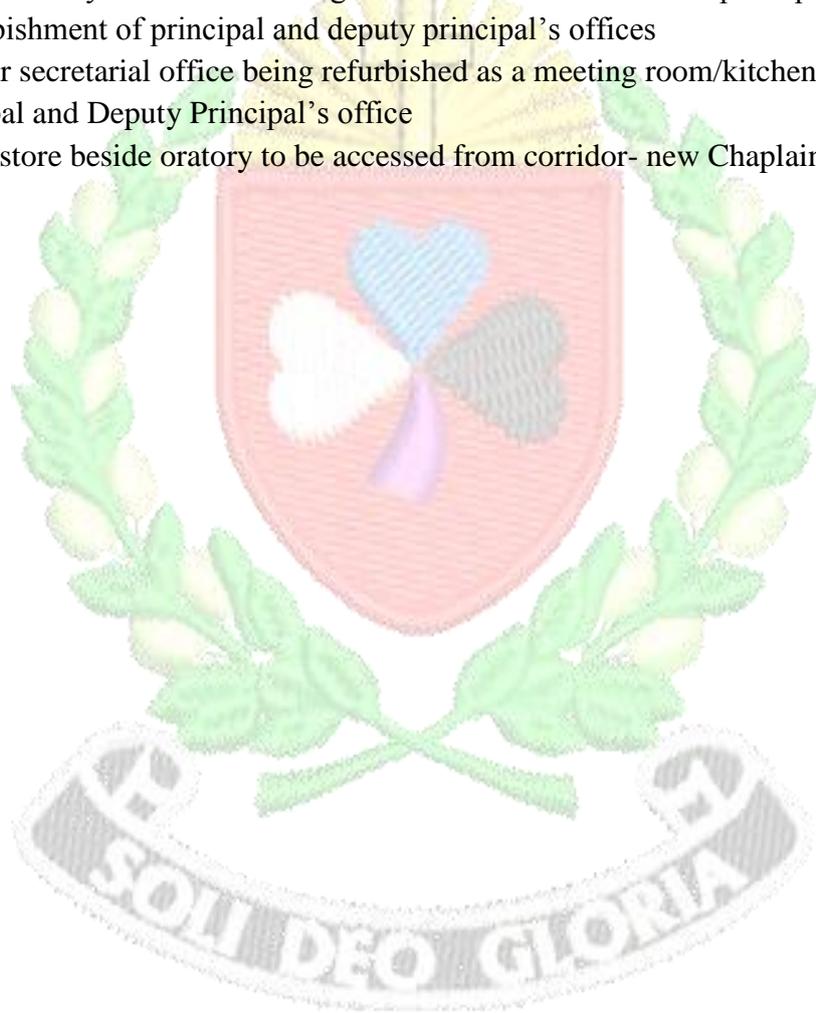
HFSS FUNDED WORKS

- ✓ Following environmental survey, lights in washrooms in Leighlin and Pierre on automatic controls
- ✓ Under stairs stationery store refurbished, painted and secured to hold safe and filing cabinets
- ✓ Rebuilding and painting of north eastern boundary wall (Naas side)
- ✓ Painting of sections of external north eastern walls of school
- ✓ Painting of front boundary wall and of school gates
- ✓ Office beside room 9 – store for Home Economics Dept (store being lost to make space for lift beside counselling room)
- ✓ IT / computer store in office beside room 2 (former archive)
- ✓ Increased security on school windows
- ✓ Removal of access of birds (avians) to gym
- ✓ Stage curtains cleaned and stage cleaned and washed.
- ✓ All windows and skylights in Pierre Building (formerly known as ‘old building’) cleaned
- ✓ All windows in Leighlin Building (formerly known as ‘new building’) were cleaned
- ✓ New Lost & Found Office to be relocated to left of lower exit from staffroom
- ✓ School archive relocated to secure room off Assembly Hall (former Lost & Found room)
- ✓ Care room / office refurbished and painted.
- ✓ Reception refurbished (new kitchenette in adjoining space)
- ✓ Classroom 11 painted and floor restored
- ✓ New administrative office next to room 11
- ✓ Room 12 to be refurbished as a resource cum research room for pupils
- ✓ Chaplaincy/TY office next door to room 40 renovated to make a small Learning Support/Resource classroom
- ✓ New access to adjoining washroom from 3rd year locker area (washroom for exclusive use of catering staff as per Health & Safety requirements)
- ✓ New shelving for school bags in 2nd, 3rd and 6th locker areas
- ✓ Survey of school re ICT capacity

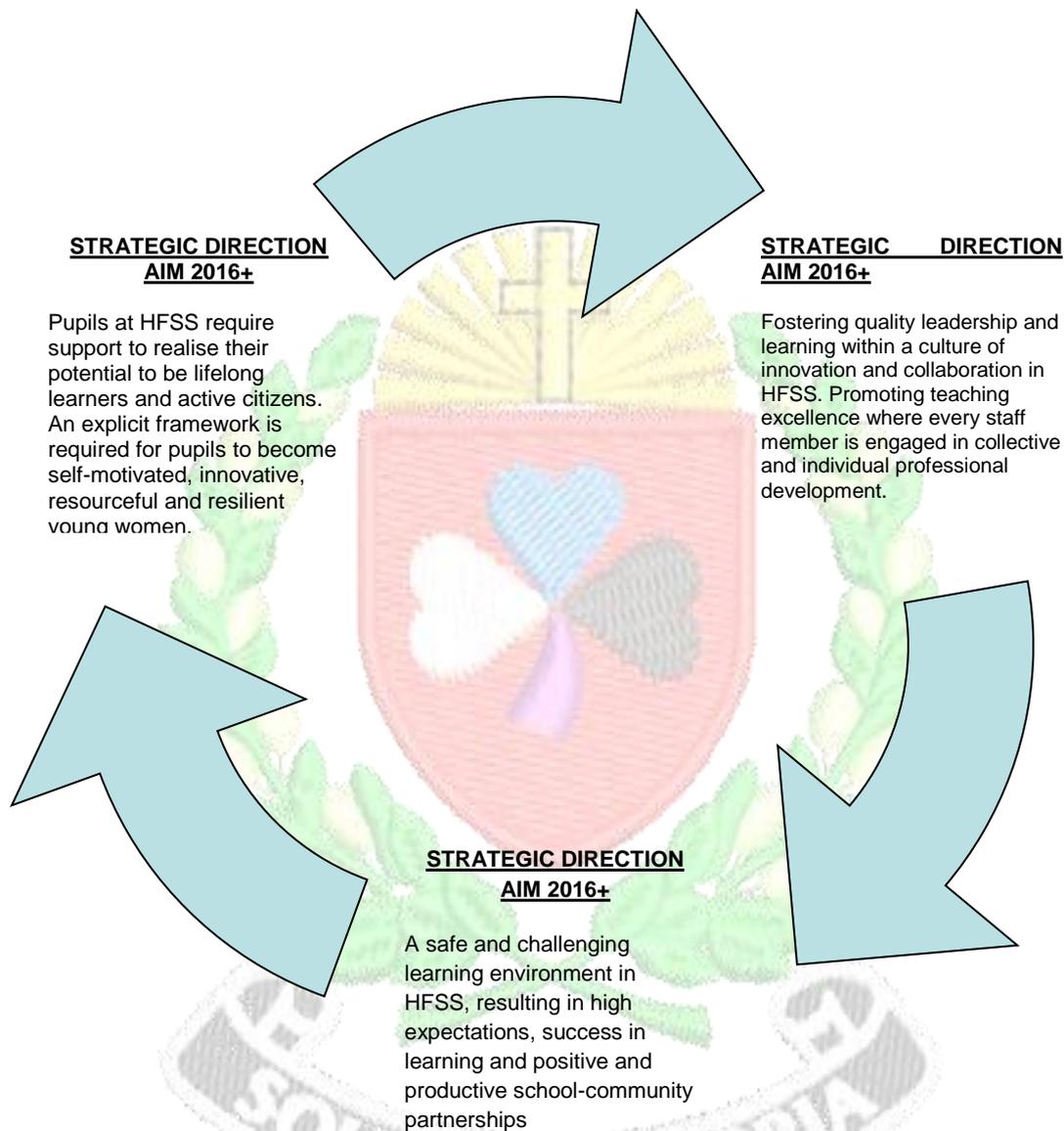
- ✓ Complete re-cabling of Pierre Building and of pre-fabs
- ✓ Upgrading of network/server/switches
- ✓ Installation of some new computers
- ✓ Installation of new telephone system
- ✓ Purchase of some (almost) new computers.

DES FUNDED WORKS (September + 2015)

- ✓ Installation of a lift in front part of 'general access' washroom
- ✓ New entrance to 'general access' (disability) washroom
- ✓ New secretary's office between general access washroom and principal's office
- ✓ Refurbishment of principal and deputy principal's offices
- ✓ Former secretarial office being refurbished as a meeting room/kitchenette between Principal and Deputy Principal's office
- ✓ Office/store beside oratory to be accessed from corridor- new Chaplaincy office



PART TWO: DEVELOPMENT SECTION
PROPOSED STRATEGIC DIRECTIONS FOR 2016-2021



We have identified our future strategic directions for priorities as:

- Ethos- School Culture Formation Audit
- Curriculum planning and academic attainment
- School Self Evaluation – Numeracy, Literacy, Peer Collaboration, Cósan. An Improved Culture of Evaluation
- ICT for the 21st Century
- Excellence in Teaching and Learning
- Health and Wellbeing
- Improved Pupil Voice and Curricular activities

We have identified these priorities by a process of ongoing consultation and review with our school stake holders and through:

- DES-led initiatives – numeracy, literacy, teaching and learning
- State examination results
- Ongoing SSE – involving all school staff
- Board of Management and senior management-led initiatives
- Participation in pilot projects – Droichead (NIPT), Forbairt (PDST), ePortfolio (PDST), ACE
- Participation in CPD and being open to ideas about best practice
- Discussion and dialogue among HFSS teachers, a growing professional conversation
- In-house management/leadership teams
- Guidance & Counselling teams
- Learning Support team
- Chaplaincy team
- Parents Association
- Pupil leaders

We will monitor and conduct ongoing evaluation and review by:

- BOM kept informed and direction of the BOM followed
- Ongoing SSE; attitudinal surveys, analysing qualitative data, evaluation feedback
- Pilot initiatives to drive improvement
- Evaluation forms
- Analysis of state exam results and improvement targets identified.
- Tracking our pupils through aptitude tests and relating them to academic achievements
- Discussion and dialogue
- Frequent engagement in scheduled meetings of various stakeholders, teams etc.
- Listening to parent voice, staff voice and pupil voice

Strategic Direction I: Ethos- School Culture Formation Audit

Our school ethos is best expressed, helped to develop, and enriched within our school community as the result of the shared dialogue on the core values and principles of our school, embracing the principal, staff, parents, and pupils, and the wider community.

| Purpose | People | Processes |
|--|--|--|
| Shared purpose –intentional Catholic school. Started a review in 2015. Aided by the ACE (Alliance for Catholic Education) in giving HFSS the dialogue and assessment tools for a culture formation audit. | <p>Pupils: Develop a positive faith culture in the school</p> <p>Staff: Ongoing February 2016 seminar for ACE staff leader team. The focus group feedback:</p> <p><u>AGREED ROOT BELIEFS:</u></p> <ol style="list-style-type: none">1. We are called to be family and to build family2. We are a community of learners3. We aim for excellence in all we do4. All are cherished5. Courage and resilience inspires strength of character <p><u>AGREED ANIMATING PRINCIPLE:</u> 'Soli Deo Gloria' (Glory to God Alone) The root beliefs of our school ethos stem from the animating principle.</p> | <p>In consultation with staff, BOM, PA, SRC; we are examining documents and carrying out an audit of our school ethos.</p> <p>By summer 2016, hoped to have agreement of all the partners on root beliefs. This discussion is ongoing.</p> <p>Improvement Measures 2016+ By summer 2016, hoped to have agreement of all the partners on root beliefs.</p> |

Strategic Direction II: EXCELLENCE in TEACHING and LEARNING

To achieve a safe and challenging learning environment resulting in high expectations, success in learning and positive and productive school-community partnerships.

| Purpose | People | Processes |
|---|--|--|
| <p>To work towards maximising pupil learning outcomes in a safe and challenging environment leading to continual improvement of individual success at every level of high school education resulting in improved Leaving Certificate results.</p> <p>To continue to provide a wide range of opportunities open to all pupils which will develop personal learning skills and enhance school experiences leading to a happy and fulfilling school career.</p> <p>Ongoing CPD to improve the quality of teaching. Strengthening distributive leadership among our teachers – e.g. school-generated posts, e.g. participation in Forbairt - teachers as positional leaders, encouragement of team work.</p> <p>**August 2016+ Whole-school approach to AFL</p> | <p>Pupils: Develop skills in 21st century learning enabling them to be confident participants in learning</p> <p>Staff: Implement and consistently maintain high expectations of pupil success and behaviour</p> <p>New pilots and educational initiatives to further professional conversations.</p> <p>Develop a deep understanding of the importance of differentiated learning for all pupils including academic and learning support needs</p> <p>Develop a positive culture in the classroom with a welcoming approach to all classes and pupils Leaders: Provide opportunities for parents and community members to learn about and actively participate in school activities</p> | <p>Pupils: Focus on Assessment is Learning and differentiation of work.</p> <p>DROICHEAD Pilot NIPT- National Induction Programme for Teachers. Mentoring NQTs</p> <p>FORBAIRT initiative (PDST) senior management team and two APs.</p> <p>E-portfolio pilot (PDST)</p> <p>Improvement Measures 2016+</p> <ul style="list-style-type: none"> ✓ Assessment tasks ✓ DROICHEAD evaluations ✓ FORBAIRT ✓ NCCA pilots ✓ E-portfolio pilot evaluations ✓ PEER COLLABORATION |

Strategic Direction III: Curriculum planning and academic attainment

A good understanding of curriculum planning is essential for good teaching.

| Purpose | People | Processes |
|---|---|--|
| <p>Focusing on attainable targets and being intentional and considered in our planning</p> <p>Strengthening curriculum planning –subject departments, embracing new programmes.</p> <p>New initiative 2016/17+ will be a pilot to timetable one hour classes for subjects) in a bid to continuously seek to improve the quality of teaching and learning in HFSS for our pupils.</p> <p>Increasing the percentage of our pupils who go to 3rd level – actions needed – tracking, tests, results, mentoring. Relative to 2010 we have made progress. In the past four years an average of 73% went to 3rd level (CAO levels 7 & 8). 63% in 2015. Qualitative data, that over 90% of our pupils in 2015 progressed with their education either through post-leaving certificate courses or level 6 courses. Most of these courses are being run through the ETBs and are not reflected in the CAO listings.</p> | <p>Staff: Implement and consistently maintain high expectations of pupil success and behaviour.</p> <p>There has been a long tradition of subject planning but we are improving that process all the time. Curriculum policies, strategies and practices are becoming stronger.</p> <p>Improved access routes to 3rd level for our pupils.</p> | <p>New Junior Certificate courses (DES initiatives)</p> <p>Common language and common department planning time</p> <p>Career and Guidance team initiatives.</p> <p>Improvement Measures 2016+</p> <ul style="list-style-type: none"> ✓ Assessment tasks ✓ Academic targets ✓ Learning Support initiative ‘Learning Steps’ a homework club for First Years to help initiate and embed good study habits, supported by TY pupils. ✓ One hour classes pilot ✓ CPD for one hour classes teaching methodologies (PDST support) ✓ Progress through a tracking pilot with our present 6th year cohort |

Strategic Direction IV: School Self Evaluation – Numeracy, Literacy, Peer Collaboration, and CPD:

Improved Culture of Evaluation and Policy Development Planning

HFSS Peer collaboration for SSE Teaching and Learning –It will be important to keep the focus on the value to the pupils from this initiative. Currently, the HFSS modern language departments are engaged in a post-graduate research project focusing on effective questioning as a methodology / improved teaching strategy (as part of a Toraiocht post-graduate research by a Spanish teacher) . It is planned to apply the findings from this research to improve questioning in the context of 2016/2017 peer collaboration. A Business teacher (as part of a M.Ed. programme) is currently carrying out a case study on Peer Collaboration in HFSS.

| Purpose | People | Processes |
|---|---|---|
| <p>Formulating, updating, reviewing and evaluating HFSS policies</p> <p>Developing strong operating norms (standard operating procedures) to ensure consistency in policy implementation, in day-to-day school routines</p> <p>Keeping up to date with DES-led initiatives and with new legislation</p> | <p>Staff:</p> <p>CPD (in-school and external): Significant numbers of our teachers have been involved in CPD (both extensive study and short courses) in the past 6 years – doing CPD has become the norm and is being accepted by the majority of teachers as being essential for the development of one’s career and for increasing one’s professional competence</p> | <p>SSE – literacy, numeracy becoming a common language among subject teachers, being built into subject plans, into teaching strategies, literacy and numeracy boards. Ongoing evaluation.</p> <p>HFSS TEACHING STAFF PEER COLLABORATION pilot.</p> <p>Improvement Measures 2016+</p> <ul style="list-style-type: none"> ✓ Assessment tasks ✓ Ongoing CPD ✓ Evaluation feedback |

Strategic Direction V: Improved Pupil Voice and Curricular activities

| Purpose | People | Processes |
|--|---|---|
| <p>Strengthening our pupil leadership –giving a ‘greater voice’ to our SRC (Pupil Council) and continuing to develop our other pupil leadership teams (Senior Prefect team, HFY team, John Paul II team, , Hospitality team and class prefect team)</p> | <p>Pupil leadership: Significant new leadership opportunities have been provided for our pupils in the past 6 years. We will continue to build on this</p> <p>Encouraging and valuing extra-curricular and co-curricular activities</p> | <p>Increasing responsibility for SRC, Holy Family Youth, Senior Prefect teams</p> <p>Improvement Measures</p> <ul style="list-style-type: none"> ✓ Ongoing evaluation |

Strategic Direction VI: Health and Wellbeing

Purpose

Wellbeing of pupils: Our shared common purpose here is to respect, support and care for our pupils, particularly in moments of personal difficulty.

Focusing on the health and **wellbeing of pupils** – structures, supports, counselling, building school identity, school events, fun days, celebrations, etc. Making pupils aware of the supports available to them – School Journal, class tutors, years heads all play a part here as do many other

People

Senior Prefect team (pupils) and Holy Family Youth team (pupils) play a supportive role with mentoring junior school pupils.

We have also focused strongly on a ‘restorative’ approach to managing incidents of bullying or of negative behaviour; ‘themed weeks’ such as ‘Respect Week’ each mid-September – an anti-bullying week; our Halloween/Christmas celebrations; our ‘Good Friend’ week each January

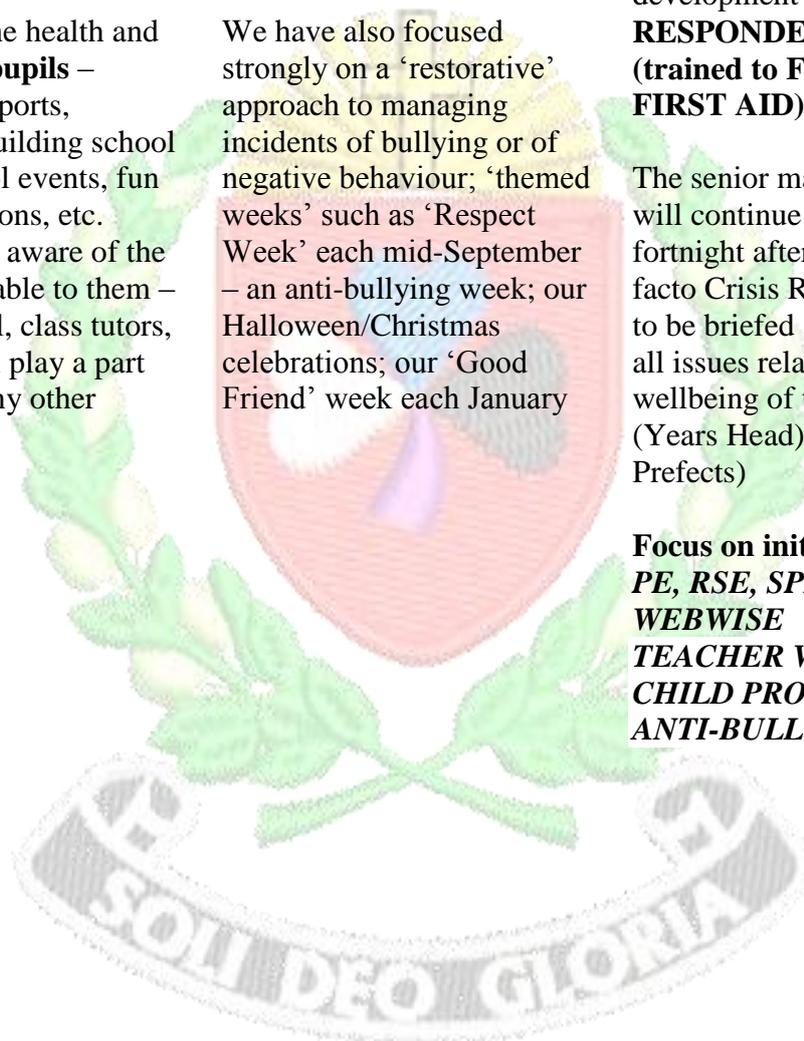
Processes

Chaplaincy team, Guidance and Counselling that is targeted and planned within the timetable.

Maintenance and development of the **FIRST RESPONDER team (trained to FETAC level 5 FIRST AID)**

The senior management team will continue to meet each fortnight after school (the de facto Crisis Response team) to be briefed and to brief on all issues relating to the wellbeing of the pupils (Years Head) (Senior Prefects)

Focus on initiatives in:
PE, RSE, SPHE
WEBWISE
TEACHER WELL-BEING
CHILD PROTECTION
ANTI-BULLYING



Strategic Direction VII: ICT for 21st Century

That our pupils are highly engaged, motivated and independent 21st century learners:

The introduction of Microsoft 365 and Prodigy training this school year has been significant and has the potential to support 21st century teaching and learning. Shared platforms, sharing of resources, a greater openness and professional visibility, a new willingness to share best practice have led to significant improvements in the learning environment. CPD in I.T. has been primarily given by our own HFSS teachers and has been more useful than the I.T. CPD delivered by external consultants. Indeed, the improved connectivity of the HFSS network has been significant and very supportive to teachers in their day-to-day teaching. Our lack of consistent Wi-Fi throughout the school is a limiting factor and will need to be rectified in the year(s) ahead

Internet safety education: We have done considerable internet safety education in the last few years. We have added in pages to the School Journal and to the Teacher Handbook to 'educate' our pupils. We have updated our ICT policy and AUP.

Purpose

To create independent thinkers, leading to better pupil outcomes and building effective life-long learners able to adapt in a 21st century learning environment. Pupils should be able to confidently and effectively use a range of technologies, improving their skills and capacity as they progress through school. Teachers and pupils should enjoy their learning and teaching.

Improvement Measures 2016+

- ✓ **Assessment tasks across the school to contain a relevant component of ICT.**
- ✓ **All subject departments to use OFFICE 365 tools, E-portal and interactive learning sites**
- ✓ **Implementation of a whole school pupil technology skills package (OFFICE 365)**

People

Pupils:

Through high quality teaching and learning, pupils will be enabled to be active and reflective participants in directing their learning in the 21st century including interacting with relevant and changing technology

Staff:

Through commitment and engagement to collaborative practice all staff will support and nurture pupils to enhance their skills in peer assessment and in utilising age appropriate technology skills

Develop appropriate strategies to effectively track pupil progress using data

Processes

Pupils:

Build pupil capacity through explicit instruction and designed activities to focus on taking a sense of responsibility for individual learning and on continual improvement

Staff:

Develop a whole school approach to ensuring pupils are engaged with a variety of meaningful and creative learning experiences including relevant and appropriate interaction with technology

Leaders: To develop a whole school professional learning plan to ensure the implementation of best practice teaching and learning

- ✓ **PRODIGY**
- ✓ **E-PORTFOLIO**

Appendix 1: SCHOOL PLAN Review Timeline

HFSS SCHOOL PLAN REVIEW:
YEAR OF REVIEW:

2016
Annual review

| PROCESS STAGE | DATE | NOTES |
|--|-------------|---|
| Identification Primary Planning Meeting | | March 2015 Staff meeting August, December 2015, January 2016 Staff feedback requested January 2016 |
| Scoping document (DRAFT 1) | | January 2016 Meeting with AP and SD post holders Focus group |
| Discussion document finalised (DRAFT 2) | | February 2016 |
| Circulation of discussion document to focus group (staff) (DRAFT 2) | | February 2016 |
| Circulation of discussion document to staff (DRAFT 3) | | February 2016 |
| Consultation with HFSS SRC, Senior Prefect Team, Parents' Association (DRAFT 3) | | February 2016 Meeting with BOM and Parents Association reps. 23/2/2016 |
| Review by Planning Team (DRAFT 4) | | May 2016 (post WSE/MLL inspection) |
| Consultation with Board of Management (FINAL DRAFT) | | Ratification delayed pending WSE/MLL Report (September 2016) and subsequent inclusion of recommendations to the plan. |
| Ratification date (BOM) | | 11 th October 2016 |
| Implementation date | | 11 th October 2016 as ratified |

Appendix I: Distributive Leadership- School Generated Posts

HFSS STAFF TASKS and TEAMS 2016-17

SCHOOL GENERATED POST DUTIES & Other Roles EVALUATION and FEEDBACK to Senior Management Team from Staff

| Team | DETAIL |
|-------------------------------------|------------------------|
| YEAR HEAD | 6 th Year |
| YEAR HEAD | 5 th Year |
| YEAR HEAD | Transition Years |
| YEAR HEAD | 3 rd Year |
| YEAR HEAD | 3 rd Year |
| YEAR HEAD | 2 nd Year |
| YEAR HEAD | 2 nd Year |
| YEAR HEAD | 1 st Year |
| YEAR HEAD | 1 st Year |
| Chaplaincy Team (CT) | Senior School |
| CT | Junior School |
| CT | Holy Family Order |
| Careers & Guidance Team | |
| SSE Team | SSE Co-ordinator |
| SSE | NUMERACY |
| SSE | LITERACY |
| SSE | CPD/COSAN |
| SSE | DATA SUPPORT |
| SSE | Peer Collaboration |
| DROICHEAD | +NIPT Mentor |
| Policies | Assist. Policy Planner |
| FORBAIRT-PDST | |
| EFOLIO-PDST | |
| LEARNING STEPS | Homework club |
| PRODIGY | ICT Upskilling |
| HEALTH & SAFETY COMM. | H&S Chairperson |
| FIRST RESPONDERS TEAM | |
| FIRE OFFICER | +H&S Committee |
| ENERGY EVALUATION | Environmental Survey |
| BOM STAFF REPRESENTATIVE | |
| PARENTS' ASSOCIATION REPRESENTATIVE | |
| DEBS Support for student committee | |
| SOCIAL COMMITTEE | Chairperson |
| STUDY SUPERVISOR | |
| WEBSITE | |
| MUSIC PROGRAMMES | |
| SCHOOL EXAMS | |

| | |
|---|--|
| TIMETABLING | |
| IT SUPPORT | |
| SCHOOL REPORTS | |
| ACE Culture Formation Team | |
| Extra-Curricular Activities | |
| Linguistic Exchanges and School Tours/Trips | |
| Sports – basketball, volleyball, Gaelic etc | |
| John Paul II Programme | |
| Holy Family Youth | |
| SNA Reports | |
| Administration Staff Reports | |
| Support Staff Reports | |
| Music co-curricular –choir, show, etc, etc | |
| Seachtain na Gaeilge | |
| 1916 Commemoration Committee | |
| HFY Report | |
| Senior Prefect Report | |
| Hospitality Team Report | |
| Class Prefect Report | |
| Class Tutor Report | |

Appendix: III

An Roinn Oideachais agus Scileanna Department of Education and Skills Whole-School Evaluation Management, Leadership and Learning REPORT Holy Family Secondary School Newbridge, County Kildare Roll number: 61682A Date of inspection:

5 April 2016

Whole-School Evaluation Management, Leadership and Learning

A whole-school evaluation of management, leadership and learning (WSE-MLL) was undertaken in March, 2015 in Holy Family Secondary School. This report presents the findings of the evaluation and makes recommendations for improvement. During the evaluation, the inspection team met with the school's board of management, in-school management, and groups of teachers, parents and students. Inspectors also reviewed a range of school documentation and responses to questionnaires and examined other data in relation to the operation of the school.

As part of the evaluation, a range of lessons across a number of subject areas was inspected. The board accepts the report as the final inspection report available for publication and wishes to respond formally to the report. The Board agrees that the response submitted will

be included as an appendix to the published report. The board's response is submitted below Introduction Holy Family Secondary School is an all girls voluntary secondary school and was founded in 1959 by the Holy Family order. The school is under the patronage of the catholic diocese of Kildare and Leighlin which includes the town of Newbridge and the surrounding area. The school provides the Junior Certificate, an optional Transition Year (TY), the Leaving Certificate Vocational Programme (LCVP) and the established Leaving Certificate. The current enrolment is 735.

SUMMARY OF FINDINGS AND RECOMMENDATIONS FOR FURTHER DEVELOPMENT

Key Findings • The senior management team (SMT), comprising the principal and deputy principal have very successfully led a significant change agenda for school improvement over the last number of years. • The in-school management team contributes well to the effective management of students and a significant amount of work is carried out by non post holders in many areas of school life. • The quality of leadership of learning is excellent. • The quality of teaching and learning was good or very good in most lessons with many examples of excellent practice. • The model of distributed leadership is most effective and teachers' involvement in innovative projects and continuous professional development (CPD) is outstanding. • The school's self-evaluation processes are exemplary.

Recommendations for Further Development • The results of parent and student surveys carried out as part of this evaluation should be used to inform future school priorities and a whole-school approach to meaningful facilitation of the student voice should be developed. • An annual review of the duties attached to the posts of responsibility (POR) should take place and the post holders should provide the board of management with a written report on their work at the end of each school year. • The provision for students with special educational needs (SEN) should be reviewed in line with the Department of Education and Skills publication: Inclusion of Students with Special Educational Needs: Post-Primary Guidelines. 61682A_WSE-MLL_16_WEB 3 • A whole-school approach to understanding the rationale for Assessment for Learning (AfL), and its implementation in daily classroom practice including the provision of written formative feedback should be undertaken.

QUALITY OF SCHOOL MANAGEMENT AND LEADERSHIP 1.1 School ownership and management The management structures in the school are very good. The board of management is appropriately constituted and comprises new and experienced members. The current board was established in 2015. The roles and responsibilities of the board are very clearly understood by the members and the board carries out its duties to a very high standard. The quality of leadership provided by the board is very good. The values espoused by the school's patron underpins decision making by the board. The board is actively engaged in school planning and school self-evaluation (SSE). All of the mandatory policies are in place and the board has an exemplary system for reviewing and updating existing policies. The board demonstrated a most comprehensive knowledge and understanding of

all aspects of school life and governance. As a future focus for the board it is recommended that an annual report be prepared and shared with stakeholders. The board should also oversee strategies to ensure that the results of parents' and students' surveys carried out as part of this evaluation are used to inform school self-evaluation (SSE) and future school planning. The principal and deputy principal form the SMT and they work very well together as a cohesive team. Their management of the school is excellent and their dedication to the school is outstanding. A key feature of their management style is openness to change and they have successfully led a significant change management agenda over the last number of years.

Management responsibilities and duties are carried out by post holders and non-post holders alike. The work carried out by non-post holders is significant and is highly commended. The in-school management comprises a team of Assistant Principals (AP), Special Duties post holders and a programme co-ordinator. The posts are reviewed relatively frequently and good efforts have been made to match the duties of the post to the skill set of the teachers. Notwithstanding this good practice, there is scope to develop further the duties involved in certain posts. It is recommended that an annual review take place to ensure that the posts continue to meet the needs of the school and to ensure equity in the work load. The board should develop procedures for structured reporting and review from each post holder.

A student representative council (SRC) has been elected. The SRC has been invited by the board to make a presentation and there are good links between the board and the SMT. The SRC is consulted on school related matters. The newly elected SRC would benefit greatly from leadership training and this should be prioritised. Surveys of students indicate that most believe that they do not have a say in how things are done in the school. The parents' association (PA) is very active and there is very good communication between the senior management in the school and the PA. A teacher representative is on the PA committee which strengthens the links between the parents and the teaching staff.

Good communication exists between the school and parents through a variety of methods such as texting, letters and social media. The results of parents' surveys indicate that most parents feel very welcome in the school and that they believe the school is well run.

Effectiveness of leadership for learning The quality of leadership for learning as displayed by the SMT is excellent. A very strong shared vision of providing the highest standard of education for the students and of raising attainment and expectations among the student cohort underpins this excellent leadership. To this end, the SMT has ensured that a strong culture of internal leadership is developed among the teaching staff. The model of distributed leadership is exemplary. Teachers have taken on significant leadership roles in terms of leading teams in relation to literacy, numeracy, ICT for the 21st Century, the Droichead programme, the introduction of the ePortfolio and peer collaboration. The

benefits for the teachers' CPD are clear as very good leadership skills, significant professional dialogue and openness to change were evident in interaction with teachers. Teachers have availed of CPD opportunities across a very wide range of school related themes and have a most professional attitude to their own upskilling. The quality of leadership for learning of students is very good. The school offers a broad and balanced curriculum and a wide range of subjects. In November of the year prior to their entry into first year, students complete a cognitive ability assessment. The timing of this assessment could be reviewed. Students choose their optional subjects in advance of starting in the school and surveys indicate that more advice is needed in the area of subject choice. In light of this the possibility of introducing a short taster programme in first year should be considered.

A review of data indicates that student attendance among certain cohorts is poor. It was stated in the course of the evaluation that the attendance data may include some inaccuracies. The current system whereby students have responsibility for collecting roll books during lessons should be reviewed. Due to a number of issues relating to attendance the board should oversee the development of an attendance strategy and should seek regular updates which include accurate data, targets and evidence of improvement from the post holder with responsibility for attendance.

The TY programme is carefully designed to adhere to the Department's guidelines. Some good elements in subject planning in TY were noted. However, there is a need for all plans to specify the intended learning outcomes and their alignment with assessment. The social education component of the programme is strong and is to be commended. The piloting of the ePortfolio in TY is a very positive initiative.

The uptake of the LCVP is high and the programme is well run. The commitment to ensuring all senior cycle students participate in work experience is good. Planning for the delivery of the LCVP would benefit from a greater emphasis on active teaching methodologies and AfL practices. The Leaving Certificate Applied (LCA) was formerly on offer in the school but is no longer available. The board needs to review this taking into account the issues relating to student attendance, retention and student voice. As part of the commitment to improving academic standards two AP posts have been assigned to academic monitoring in senior cycle. This role needs to be developed to ensure a systematic method of gathering data, setting and reviewing academic goals with students is established. Strategies to improve attainment of goals should form part of academic monitoring. The board should seek regular reports from the relevant post holders on the tracking of students' attainment.

The admissions policy is reviewed regularly. A student service charge is payable by parents on enrolment and thereafter at the start of each academic year. It is clear from documentation and parent survey responses that this charge is not voluntary. In line with Circular 0065/2010 this practice must be reviewed and the voluntary nature of this

contribution needs to be clarified. The policy refers to the board's right to refuse students with SEN pending provision of necessary resources. This should be reviewed to comply with current legislation. The code of behaviour is comprehensive and contains a strong emphasis on promoting positive student behaviour. Particularly noteworthy is the focus on using restorative practices. It is notable that the suspension rate has reduced significantly. The school is to be commended for all the work in this regard. The guidance provision in the school is very good. Senior management has had great foresight in ensuring that a number of personnel are qualified in the area.

The guidance plan is comprehensive. To strengthen the whole-school dimension of the plan the interface between Guidance and the LCVP and Social, Personal and Health Education (SPHE) should be documented. Whole-school approaches to educational guidance in relation to assisting students make subject choices could be enhanced. Good progression data has been gathered. In line with the vision of raising educational aspirations of the students, wholeschool approaches to raising expectations should be strengthened. SPHE is provided for students. Relationships and Sexuality Education (RSE) is provided in junior cycle but there is not provision for all senior cycle students. This must be addressed in line with circular 0037/2010 which stipulates provision of RSE for all students. Depending on certain subject options chosen in senior cycle some students are unable to participate in Physical Education and this should be reviewed.

A well-organised student support structure is in place in the school and student surveys indicate that the majority feel safe and cared for in the school. There is a care team and dedicated personnel work most effectively to support students' welfare. The tutors play an important part in this area. The tutor system would benefit from being reviewed and the provision of dedicated tutor time should be considered. The model of provision for students with SEN comprises small group tuition and withdrawal from Irish lessons for those with an exemption. The provision for the latter group needs to be reviewed as the needs of these students are diverse and the staff allocation arrangements are not optimal. This review should be in line with the Department's publication: Inclusion of Students with Special Educational Needs: Post Primary Guidelines.

The introduction of team teaching merits consideration. The provision for the educational needs of students for whom English is an additional language (EAL) also merits review. There is a deep and genuine commitment to promoting student leadership. Through structures such as the SRC, the Senior Prefect team, the class prefect system, the Holy Family Youth Team and many other initiatives the students are provided with many leadership opportunities. Student leadership is fostered through the myriad of opportunities to take part in co-curricular activities such as sports, music, debating and many others. Confirmation was provided that the board of management has formally adopted the Child Protection Procedures for Primary and Post-Primary Schools without modification and that

the school is compliant with the requirements of the Child Protection Procedures for Primary and Post-Primary Schools.

Management of facilities The school facilities are maintained to the highest level and the principal works tirelessly to ensure a very high standard of accommodation. The buildings are bright, clean and the environment is very welcoming. An up-to-date health and safety statement has been prepared and has been communicated to the members of the school community. The classrooms and specialist rooms are kept to the highest standard. The ICT infrastructure has been upgraded in the past year and a new guidance suite has been installed. A most proactive approach to ensuring the highest quality learning environment is evident.

QUALITY OF LEARNING AND TEACHING 2.1 The quality of learning and teaching In the course of the evaluation 31 lessons were observed across a range of programmes, subjects and levels. The quality of teaching and learning in the majority of lessons was good or very good with many examples of excellent practice. Good preparation for teaching was evident. Materials and resources required for lessons were carefully prepared and used to good effect to enhance teaching. In the course of advance planning a firmer focus on how to engage students, on students' learning and in particular how this learning will be assessed throughout and at the end of the lessons is suggested. The pace in the majority of lessons was very good and transitions between different phases of the lesson were smooth. A variety of good teaching methodologies was evident.

In the best lessons, students were asked to explain their reasoning and this led to deeper learning for the students. In some lessons, good elements of strategies associated with AfL were noted. Students were given opportunities to use show-me boards which facilitated teachers' assessment of student learning. There was also some good pair and group work. In lessons where there was scope for development a greater emphasis needed to be placed on learning outcomes and planning learning activities for students to ensure that the learning outcomes were achieved. In these lessons a greater focus on active learning methodologies was needed. Good practice was noted where students received helpful formative feedback.

In some lessons, students were invited to reflect on errors and were assisted in improving and expanding their answers. This excellent practice ensured high quality student learning. However, a review of student copybooks revealed an inconsistent approach to teacher correction of written work. It is recommended that a whole-school approach to the full implementation of AfL be adopted. Teachers need to gain a comprehensive understanding of the rationale for using AfL approaches and the link with greater student attainment. Classroom management was very good. Efforts were made to include students' contributions and to affirm their work.

The atmosphere in lessons was positive and student teacher rapport was good. To build on this an increased effort to capture the student voice in the course of lessons should be

considered. In particular the data from student surveys should be used to explore further students' views on teaching and learning. The learning environment in the majority of classrooms was attractive. Colourful, relevant and up-to-date learning materials were on display. There is a strong emphasis throughout the school on celebrating students' work and achievements. In some classrooms, desks and chairs have been moved to a setting which is non-traditional and facilitates greater interaction among students. A whole-school approach to these types of layout merits consideration.

IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATIONS 3.1

Management A clear strategy has been adopted by school management regarding the implementation of recommendations from previous evaluations. Significant progress has been made across a wide range of areas including the development of a school plan, the code of behaviour, the development of middle management and a strong leadership culture in the school. 3.2 Learning and teaching The quality of teaching and learning remains in the range of good to very good and improvements were noted in some areas. However, the recommendation regarding the implementation of a more cohesive whole-school approach to AfL and to the provision of written formative feedback to students still needs to be implemented on a wider scale.

3. THE SCHOOL'S SELF-EVALUATION PROCESS AND CAPACITY FOR SCHOOL IMPROVEMENT

The School's Self-Evaluation Process The management and staff have engaged most effectively with SSE since 2013. School management has appropriately assigned an AP post to the role of leading SSE in the school. The SSE team is well established in the school and the members of this team demonstrate significant expertise and dedication to the implementation of SSE in the school. The roles and tasks are very well distributed within the SSE team. The SSE processes are excellent. Significant amounts of data are gathered from all stakeholders, analysed, excellent strategies are put in place and review of targets and strategies take place.

A key strength of SSE is the engagement by all teachers. The first two school improvement plans focussed on the themes of literacy and numeracy. It is noteworthy that there is very good connection between the overall improvement plan and the subject department plans. The theme of the current school improvement plan is peer collaboration and involves teachers visiting each other's lessons and reflecting on teaching and learning strategies. It is highly commendable that current academic research has been used to inform this project and is included in the SSE folder.

Teachers are to be highly commended for their willingness to engage in this most innovative project and the benefits to teachers and students alike were evident in the course of the evaluation. The School's Capacity for Improvement Over the last number of years the school has demonstrated significant commitment to a school improvement agenda. This is led in the first instance by a very strong SMT who constantly strives for change and improvement.

The SSE team drives improvement in a constructive and extremely well-organised manner and the results of this work are evident in many improvements in the school. The hard work and dedication of the teaching staff in embracing many changes is further evidence of capacity for improvement. The track record of the board, the SMT and the staff indicates that every effort will be made to implement the recommendations in this report. Published September 2016

Appendix School response to the report Submitted by the Board of Management

Part A: Observations on the content of the inspection report The Board of Management of Holy Family Secondary School notes that the Inspection Report is largely positive about and affirmative of the management, leadership and learning in Holy Family Secondary School. The progress made by the school over the last six years has been achieved by the collaboration of all the school partners working together as a team to drive the school forward towards excellence in all its activities. The Board would like to acknowledge the ongoing support given to the school by our Founders, the Holy Family Sisters of Bordeaux and the present Patron, Bishop Denis Nulty of Kildare and Leighlin.

The Inspection Report highlighted that among the key strengths of the school were its commitment to SSE and CPD amongst all staff, and the Board of Management intends to incorporate the recommendations of the report into our ongoing quest to be a “Community of Learners”.

Part B: Follow-up actions planned or undertaken since the completion of the inspection

activity to implement the findings and recommendations of the inspection School Theme for the Academic Year 2016/2017, “A Community of Learners” (chosen by the School SRC) The Board of Management and the SMT in collaboration with staff and with inputs from the student body and parents have outlined a plan of improvement based on the recommendations contained in the report as follows:

- Student Voice: The composition of the SRC is to be altered to give more weight to the views of fourth and fifth years rather than sixth years only, whilst being cognisant of the opinions of Junior school SRC members, A programme of CPD in effective leadership for the SRC and Class Prefects to be delivered by an external consultant will soon commence.
- Posts of Responsibility: The inspection report acknowledges the volume of work carried out by non-post holders and suggested that a review of POR should take place. Following consultation with the personnel concerned, their revised schedules of duties have been ratified by the Board of Management at its September meeting and both post holders and the Board of Management have agreed, inter alia, to the following: an annual review and feedback for each post holder; post holders are to give written reports on the carrying out of their schedule of duties and to make an annual presentation to the Board of Management detailing work carried out. The post holders have also agreed to meet formally

with the SMT on a monthly basis to review issues of concern to the management of the school.

- SEN Needs: the rewording of a small section in the Admissions Policy was ratified by the Board of Management in its September meeting so that the inclusive practice of the school is now reflected in the Admissions Policy. A review of provision of tuition for pupils exempt from Irish is also underway currently.
- AFL: The school as part of its commitment to being a Community of Learners is initiating a programme of quality AFL in conjunction with the introduction of one hour classes for the school year 2016/2017 and the formulation of a school based system of tracking individual student progress. The initiative will be undertaken as part of a rolling five-year programme of school self-improvement.

