

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

Follow-Through Inspection

REPORT

School name	Oatlands College
School address	Mount Merrion Co Dublin
Roll number	60050E

Date of Evaluation: 07-02-2019



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

FOLLOW-THROUGH INSPECTION

Follow-through inspections evaluate the progress a school has made on implementing main recommendations made in an earlier inspection rather than the overall educational provision that the school makes. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated the progress the school has made in implementing recommendations made in an earlier inspection under the following headings:

1. Progress achieved to date
2. Findings
3. Recommendations

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the school's progress in implementing recommendations.

During the inspection visit, the following 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.

The school met the requirements in relation to each of the checks above.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE-MLL</p> <p>Date of Inspection: 15 January 2015</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 07-02-2019</p>
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection:</p> <ul style="list-style-type: none"> • Meeting with senior management team • Interview with subject co-ordinator • Interview with relevant teachers • Review of school documentation and records and students' work • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Provision for Relationship and Sexuality Education (RSE) at senior cycle should be reviewed in accordance with Circular Letter 0027/08 and supported by an updated and expanded RSE policy.</p>	<p>Partial progress</p> <p>Provision for RSE at senior cycle was reviewed and a RSE policy was ratified by the Board of Management in 2017. RSE is currently delivered within the RE programme. Not all teachers currently delivering RSE have attended CPD. Students' perceptions of delivery of RSE at senior cycle were unclear and there is a need to establish a distinction between RSE and Religious Education. A subject plan will need to be developed to support delivery.</p>
<p>Consideration should be given to the establishment of a curriculum advisory board to support management and the school improvement process.</p>	<p>Good progress</p> <p>An Advisory Board of Studies was established comprising the senior management team and the guidance counsellor, who is a post-holder with responsibility for Curriculum and Assessment. This core group meets at the start of each year and strategic planning is followed by liaison with relevant staff. Significant progress has been achieved. For example, the school is currently participating in the Leaving Certificate Physical Education pilot and Politics and Society is now offered at senior cycle. Two short courses have been introduced to the new junior cycle and there is a plan to introduce tablet devices to students in first year 2019. A review of parent-teacher meetings is underway. While much has been achieved, it may be useful to review the composition of this board. The inclusion of teaching staff could provide better representation of key stakeholders and sustainable support for management, as well as</p>

	building capacity amongst staff.
Management should explore ways of further enhancing students' meaningful contribution to school life.	<p>Very good progress</p> <p>A proactive student council provides representation for students and there is a wide range of opportunities for all students to contribute to school life. Student representatives receive training, they meet regularly with the principal and are supported at meetings by a Year Head. There are opportunities for all students to make confidential suggestions to the student council and privacy and anonymity are respected. Student representatives meet with the Board of Management at least once per year and also with the Parents' Association. There is a wide range of student-led activities including lunch-time clubs, regular fundraising events, sporting events, an LGBT day, choral events and a 'Dip in the Sea' during mental health week.</p>
Teachers should revisit the principles of assessment-for-learning (AFL), with a particular emphasis on formative feedback and underpinned by a whole-school assessment policy.	<p>Partial progress</p> <p>Management have prioritised the promotion of formative assessment strategies and a number of whole-staff inputs on this topic have taken place. In lesson observation some very effective practice was noted. There was evidence that formative assessment strategies have been embedded in the subject plan for one subject but most lessons observed indicated that there is a need for this good practice to be transferred across subject areas. A plan is in place for a whole-school assessment policy to be developed this year.</p>
<p>Summary of findings</p> <p>There remains a need to establish RSE as a separate programme at senior cycle, delivered only by trained staff. The school should note that delivering all of the prescribed content of the senior cycle RSE programme is a requirement for compliance with the <i>Child Protection Procedures for Primary and Post-Primary Schools 2017</i>.</p> <p>The Advisory Board of Studies, in conjunction with staff, has worked tirelessly to advance many aspects of the curriculum. It would be useful to consider how this management support structure can best be sustained into the future.</p> <p>Support for student voice and the promotion of student participation is strong across many areas of school life.</p> <p>The school has made progress in promoting the use of formative assessment. Very effective practice in some areas needs to be extended across all subject areas and underpinned by a whole-school assessment policy.</p>	
<p>Recommendations</p> <ul style="list-style-type: none"> • Management should establish a distinction between the RSE programme and Religious Education at senior cycle, make the distinction clear to students and parents and build capacity amongst staff to teach RSE. • Consideration should be given to how the work of the Advisory Board of Studies can best support management and be sustained into the future. • The planned whole-school assessment policy should inform the extended use of formative assessment strategies across all subjects. 	

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
<i>Very good progress</i> indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
<i>Good progress</i> indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
<i>Partial progress</i> indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.