

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Castleknock College
Seoladh na scoile/ School address	Castleknock Dublin 15
Uimhir rolla / Roll number	60100Q

Date of Evaluation: 16-02-2017



Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: Whole-School Evaluation – Management, Leadership and Learning (WSE-MLL) Date of Inspection: 14-01-2015 Report Published Yes	Date of Inspection: 16-02-2017
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 members of in-school management team • Interview with relevant teachers/members of staff • 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
Role descriptors for the posts of principal and deputy principal should be prepared.	Very good progress Role descriptors have been prepared for both members of the senior management team. It is evident that both members of the team communicate frequently and collaborate well on the leadership of learning and the management of the school.
A smaller core team of teachers involved in learning support should be formed.	Very good progress The size of the learning-support team has been considerably reduced and a smaller core group of teachers now has responsibility for the delivery of learning support in the school. This has facilitated a more integrated and co-ordinated approach to planning in this area. It was reported that this has led to the enhanced delivery of learning support to students.
Frequent meetings of the care team should take place.	Very good progress Weekly meetings of the care team take place to discuss aspects of student care and to discuss appropriate action where relevant. Good record-keeping procedures are in place as recommended by the NEPS/DES publication <i>Student Support Teams in Post-Primary Schools</i> . It was reported that these arrangements have further enhanced the very good care systems already in place in the school. It would be considered good practice to have year heads/teacher

	representatives on the care team to represent both the senior and junior cycle students.
There should be a good balance between teacher input and student activity in lessons	Very good progress Four lessons were observed over the course of the evaluation. In each lesson there was a very good balance between teacher input and student activity. The very good range of methodologies used ensured that students had the opportunity to engage in critical thinking and self-directed learning during lessons. These methodologies included: guided discussion, pair and group work as well as “think-pair-share”. In terms of an area for further development, students should be given frequent opportunities to practise their oral language skills in lessons.
The intended learning outcomes should be introduced early in the lesson and reviewed at the end; in addition, students should receive formative feedback on their work.	Good progress Good formative assessment strategies were evident in all classrooms visited. In all cases the learning intention of the lesson was made clear and each lesson had a clear structure. It was evident from a review of students’ work and from classroom observations that teachers give frequent oral and written feedback to students on their work. Teachers conducted a brief review of learning in all lessons. Where best practice was observed this was done in collaboration with students.
Summary of findings	
Very good overall progress on the main recommendations in the WSE-MLL report was evident. The quality of teaching and learning was very good in classrooms visited and teachers attended well to recommendations made. Management and staff are highly commended for the focussed way in which they have set about implementing the recommendations in the original report.	
Recommendations	
Students should be given frequent opportunities to practise their oral language skills in lessons.	

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.