

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Mount Anville Secondary School
<b>Seoladh na scoile/ School address</b>	Mount Anville Road Dublin 14
<b>Uimhir rolla / Roll number</b>	60140F

**Date of Evaluation: 28-11-2019**



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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.

### **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.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

## **CHILD PROTECTION**

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.

## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<b>Type: Subject Inspection</b> <b>Date of Inspection: 02-05-2018</b> <b>Report Published? Yes</b>	<b>Date of Inspection: 28-11-2019</b>
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"> <li>• Meeting with principal and deputy principal</li> <li>• Meeting with subject co-ordinators</li> <li>• Observation of teaching and learning in two lessons</li> <li>• Feedback to teachers of English</li> <li>• Review of school documentation and records and students' work</li> <li>• Interaction with students</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>To build on the good practices in place, teachers of English should share and extend the use of technology as a learning tool, and should foreground the concept of valid personal response to texts.</p>	<p><b>Good progress</b></p> <p>Subject department plans indicate an increased use of technology in planning, assessing and recording students' work and progress. The data projector was used effectively in both lessons observed to present material in an engaging way. The use of digital resources in class to assist students to analyse texts and to structure their learning could be extended.</p> <p>The concept of valid personal response has been integrated into the teaching and learning approaches in both junior and senior cycle. In a junior cycle lesson observed, students explored aspects of language in two poems or lyrics with a similar theme. A range of responses emerged from individual and group work, and these were critiqued and validated by students, demonstrating a good understanding of the concept. In a senior cycle lesson, possible responses and approaches to comparative texts were considered and a similar process of critique and validation was followed. Further encouragement of students to develop and defend their own responses is possible and desirable.</p>
<p>School management should annually review the deployment of teachers to junior and senior cycle English.</p>	<p><b>Very good progress</b></p> <p>The original report noted the relatively large size of junior cycle class groups when compared with those in senior cycle. Senior management considered the possibility of creating an additional base class group in junior cycle but found this unfeasible for sound reasons. A productive co-operative teaching initiative in junior cycle</p>

	English has been introduced and consolidated, and was observed to provide very good in-class support for students and to enhance their learning experiences. Senior management is committed to a continuing review of deployment to optimise the teaching resource.
The English department should develop an assessment policy incorporating the Leaving Certificate criteria for assessment and new junior cycle assessment practices.	<b>Very good progress</b> During this inspection, both whole-school and subject department assessment policies were presented and reviewed. Very substantial work has been done to incorporate Junior Cycle and Leaving Certificate assessment practices into the work of the subject department. In the lessons observed, students demonstrated a familiarity with and an understanding of the concept of success criteria in junior cycle work, and of the criteria for assessment applicable to Leaving Certificate English. Very good peer assessment opportunities were integrated into lessons, making it clear that students could interpret the relevant criteria and apply them to their own and others' work.
<b>Summary of findings</b>	
<ul style="list-style-type: none"> <li>• The use of digital resources to assist students to analyse texts and to structure their learning could be extended. The concept of valid personal response has been integrated into the teaching and learning approaches in both junior and senior cycle. Further encouragement of students to develop and defend their own responses is possible and desirable.</li> <li>• Very good progress has been made in ensuring a more equitable deployment of the teaching resource to both the junior and the senior cycle.</li> <li>• Very good progress has been made in developing an assessment policy and assessment practices that support students' progress through the Junior Cycle and Leaving Certificate English programmes.</li> </ul>	
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>• In further developing their practice, teachers in the English department should plan for greater use of digital resources as a learning tool in the classroom, and should further encourage students to develop and defend their own responses.</li> </ul>	

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<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.