

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

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Loreto High School
Seoladh na scoile/ School address	Beaufort Grange Rd Rathfarnham
Uimhir rolla / Roll number	60340N

Date of Evaluation: 04-12-2017



WHAT IS A 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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS Type: Subject Inspection of Spanish Date of Inspection: 3 November 2015 Report Published? Yes	FOLLOW-THROUGH INSPECTION DETAILS Date of Inspection: 04-12-2017
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 principal • Interview with Spanish teachers • Review of student work • Review of school documentation • Interaction with students • Feedback to senior management 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Teachers should plan for greater opportunities for authentic oral communication in Spanish in all lessons.</p>	<p>Very good progress Evidence from interactions with teachers and students during the evaluation, in addition to a review of student work, revealed that authentic communication in Spanish is now a regular feature of Spanish lessons. Teachers have very effectively planned for the use of digital technology in lessons to develop student confidence in oral communication. A review of curriculum plans and student work revealed that teachers creatively use digital applications when designing oral tasks for in-class activities and homework. In some classes, students use a digital class blog to practise their oral and written Spanish. Students reported that when in class, they communicate with each other in Spanish in pairs and groups, in addition to making in-class presentations using Spanish. The school participates in the Spanish debating league and this was reported by students to be very beneficial to their oral language development. Teachers assess students' oral language skills and the marks attained contribute toward students' end-of-year grade in Spanish, in line with best practice.</p>
<p>The Spanish department should further develop the Transition Year (TY) Spanish plan.</p>	<p>Very good progress The Spanish TY curricular plan has been very effectively developed. Learning outcomes are outlined within defined cultural contexts and appropriate resources are linked in the plans to these outcomes.</p>

	<p>Teachers have made very good use of the school's shared learning platform to share these resources. The TY plan incorporates digital technologies for the assessment of students. Students create an e-portfolio which consists of tasks that develop reading, writing, listening and oral skills.</p>
<p>The Spanish department should ensure that future subject planning focuses on developing current schemes of work to include theme-based teaching methodologies, resources and assessments.</p>	<p>Very good progress</p> <p>The Spanish department has developed an active, digital, theme-based subject plan. Highly effective, detailed plans for each year group outline expected learner outcomes. Resources designed to support learning are hyperlinked to the relevant learner outcomes in the curricular plans. Many of these resources are differentiated to provide scaffolding or extension opportunities to learners. This is very good practice. Teachers reported that they regularly update the curricular plans. Teachers also reported that this new approach to planning has promoted teacher collaborative practice and encouraged discussion of teaching and learning.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Very good progress has been made on all of the recommendations in the original report. 	
<p>Recommendations</p>	
<p>No further recommendations arise in relation to the recommendations in the original report.</p>	

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.

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.