

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

**Follow-Through Inspection**

**REPORT**

<b>School name</b>	Coláiste Choilm
<b>School address</b>	Dublin Road Swords County Dublin
<b>Roll number</b>	603831

**Date of Evaluation: 25-04-2017**



## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<b>Type:</b> Subject Inspection - History <b>Date of Inspection:</b> 11 November 2015 <b>Report Published:</b> Yes	<b>Date of Inspection:</b> 25 April 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"> <li>• Meeting with the principal.</li> <li>• Meeting with relevant teachers.</li> <li>• Review of school documentation and students' work.</li> <li>• Observation of teaching and learning in three lessons.</li> <li>• Interaction with students.</li> <li>• Feedback to teachers following lesson observations.</li> <li>• Feedback to principal and deputy principal.</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Further integration of cooperative learning strategies is required to enhance a collaborative approach to learning and to allow for greater differentiation in mixed-ability classes.</p>	<p><b>Good progress</b></p> <p>Good progress has been made with the implementation of this recommendation. The history coordinators have researched and created a presentation on cooperative learning strategies to inform the work of the history department. This useful resource is available on the school intranet to inform teacher planning.</p> <p>In the majority of lessons observed, some opportunities for students to work collaboratively were integrated into the lesson plan. In one lesson, no opportunities for collaborative work were provided. In general, more time could have been given for students to engage in a meaningful way with the relevant cooperative learning tasks. Lessons were, for the most part, delivered in a whole-class approach, with the same content, tasks and homework for all students. Thus, there is scope to further enhance a collaborative approach to learning and to allow for greater differentiation in mixed-ability classes.</p>
<p>Written, formative comments should be used on students' work in order to provide clear directions on how to maintain ongoing improvement.</p>	<p><b>Partial progress</b></p> <p>Good evidence of regular monitoring of student work was noted. A review of student copybooks indicated that annotations such as 'good', 'very good', 'good effort', and 'keep up the good work' are included on students' work. However, clearer directions to students on how to maintain their ongoing improvement requires feedback that acknowledges what has been done correctly and provides clear guidance on areas to improve.</p>

<p>Engagement with the History Teachers' Association of Ireland (HTAI) and other professional agencies would be worthwhile for the history department.</p>	<p><b>Partial progress</b></p> <p>Partial progress has been made in progressing this recommendation. It was reported that due to industrial action teachers have not been able to avail of additional hours to engage with outside agencies. However, the history department has sought advice in relation to 1916 commemoration events from the HTAI and school management is very supportive of teachers' continuing professional development.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• The history department has made good progress in its implementation of one recommendation from the subject inspection in 2015 and partial progress in respect of two.</li> <li>• In the majority of lessons observed, students had some opportunities to work collaboratively but lessons were, for the most part, delivered in a whole-class approach.</li> <li>• Evidence of regular monitoring of student work was noted; more detailed formative feedback would benefit students.</li> </ul>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• In order to enhance a collaborative approach to learning and to allow for greater differentiation in mixed-ability classes, history teachers should further integrate cooperative learning strategies into their lessons</li> <li>• Written feedback on students' work should provide clearer guidance to students on how to maintain their ongoing improvement.</li> </ul>	

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.