

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	O'Connell School
Seoladh na scoile/ School address	North Richmond Street Dublin 1
Uimhir rolla / Roll number	60440R

Date of Evaluation: 12-02-2019



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.

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 Type: Programme Evaluation in Leaving Certificate Applied (LCA) Date of Inspection: 22-02-2018 Report Published: Yes	FOLLOW-THROUGH INSPECTION DETAILS Date of Inspection: 12-02-2019
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 programme co-ordinator • Interview with relevant teachers • Review of school documentation and records of students' work • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The teachers of LCA should establish strategies that provide constructive written feedback on key pieces of students' work.</p>	<p>Partial progress Commendably, continuing professional development (CPD) in using formative feedback was provided for teachers following the original inspection.</p> <p>There was significant variation in the frequency and quality of the written feedback provided on the sample of students' work reviewed during the evaluation. The quality of the feedback varied from satisfactory to very good. Very good practice was noted in instances where teachers' feedback supported students in making improvements to their work.</p> <p>Strategies that embed effective practice in the provision of constructive feedback need development.</p>
<p>The use of higher-order questions and planning for differentiated learning should be extended to facilitate students' deeper understanding of lesson content.</p>	<p>Good progress Very good use of higher-order questions was noted in the lessons observed. Teachers used higher-order questions to facilitate students' deeper understanding of lesson content and to tease out, debate or expand on answers. Teachers provided good wait time when posing questions.</p> <p>Some good differentiated teaching approaches were observed. For example, some very good differentiated questioning strategies were evident in lessons. However, at other times all students were</p>

	<p>provided with the same worksheet regardless of ability. Students' learning would benefit further from supplementary planning for differentiated learning, with particular reference to differentiating resources to support all learners.</p>
<p>The core team should meet more regularly to lead collaborative planning for and evaluation of teaching and learning in LCA.</p>	<p>Good progress</p> <p>Since the original evaluation the core team meets regularly. A review of minutes indicates that collaborative planning for teaching and learning is on the agenda.</p> <p>The co-ordinator has developed an overview template. This template allows the core team to link learning across modules of work, and to track the progress for LCA students. This information supports on-going collaborative planning and reflection.</p> <p>Further action is required to support on-going evaluation of teaching and learning in LCA. Key staff met with during this evaluation discussed how informal reviews of teaching and learning in LCA have commenced. The core team has used the outcomes of an analysis of student attainment to identify areas for improvement, namely attendance and work experience. The core team should use these identified areas of improvement to further progress on-going development in teaching and learning of the programme.</p>
<p>To facilitate high-quality learner experiences and outcomes for the combined class of fifth and sixth-year LCA students, a planning template that supports differentiated learning should be used by all subject teams to further develop module programme plans.</p>	<p>Partial progress</p> <p>A sample template that supports differentiated learning was designed and circulated to subject departments by the principal. However, a review of planning documentation indicates that there was limited evidence of this document being used consistently. Further progress is required to advance this recommendation.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Good progress overall has been made in two of the recommendations from the original evaluation and in the remaining two recommendations partial progress has been made. • The core team, co-ordinator and teaching staff have engaged positively with the recommendations: aspects of all four recommendations need to be progressed further. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Strategies that embed effective practice in the provision of constructive feedback need development. • To extend the use of differentiated teaching approaches, teachers should differentiate worksheets to support all learners. • The core team should continue to progress on-going evaluation of teaching and learning in LCA. • All subject teams should use the school-designed planning template to assist the development of module plans that are appropriately differentiated to address the needs of the combined LCA class of fifth and sixth year students. 	

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.
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<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.
