

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Christian Brothers, Synge St.
Seoladh na scoile/ School address	Synge St., Dublin 8.
Uimhir rolla / Roll number	60470D

Date of Evaluation: 15-09-2017



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	FOLLOW-THROUGH INSPECTION DETAILS
Type: Subject inspection Date of Inspection: 5 April 2016 Report Published: Yes	Date of Inspection: 15-09-2017
Follow-through inspection activities	
<p>The following activities took place over the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with principal • Interview with subject co-ordinator • Interview with relevant teacher • 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
<p>The Spanish department should develop and implement strategies for maintaining the target language as the main language of instruction to avoid the need for translation.</p>	<p>Very good progress</p> <p>Following recommendations from the original Spanish inspection, a modern foreign languages (MFL) department was established in the school. It was reported by teachers that this has greatly enhanced teacher collaboration in languages and has led to the sharing of good practice. The MFL department has availed of training in target language use in the classroom. This was evident in the teaching and learning observed during the evaluation, where Spanish was used as the main language of instruction. Strategies such as mime and the use of visual aids were used by the teacher to maintain the target language thus avoiding the need for translation.</p>
<p>Pair or group work which is specifically designed to give students opportunities to speak to each other in Spanish about the topic being studied should be included in all lessons.</p>	<p>Good progress</p> <p>Teaching and learning was observed over the course of the evaluation. Group work was used effectively to encourage student use of the target language. Digital technology was used very effectively to make learning relevant and meaningful to students. The creative use of a virtual landscape of the local area enabled students to work together in groups to practise giving and following directions in an innovative way that enhanced student engagement. A written translation activity was given to students at the beginning</p>

	<p>of the lesson to revise previous work. An alternative oral activity would have worked well here and would have given students an opportunity to practise their oral language skills. Feedback from interviews with staff revealed that student confidence in their oral language production is currently low. Activities designed to encourage students to talk to each other in the target language should be incorporated into lessons whenever possible, in order to improve student confidence in speaking Spanish.</p>
<p>Students in all years should be given regular opportunities to produce independent written work in Spanish, which should then be corrected, with formative comments included on how students can improve their work.</p>	<p>Partial progress</p> <p>A review of student written work and interaction with students and the teacher revealed that students in senior years have some opportunities to produce independent written work. This should be extended to all year groups. To improve student confidence in their learning, regular constructive, developmental written feedback should be provided to students to guide them on how to improve their work.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Very good progress has been made in developing and implementing strategies for teacher target language use in the classroom. • Group work was used effectively to encourage student use of the target language, but there was scope to provide students with further opportunities to speak to each other in Spanish. • There was some evidence of independent student written work but further development is needed in the use of formative comment marking to guide student improvement. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Activities designed to encourage students to talk to each other in the target language should be incorporated into lessons whenever possible, in order to improve student confidence in speaking Spanish. • To improve student confidence in their learning, regular constructive, developmental written feedback should be provided to students on how to improve their Spanish. 	

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.