

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Marian College
Seoladh na scoile/ School address	Ballsbridge Dublin 4
Uimhir rolla / Roll number	60500J

Date of Evaluation: 13-09-2018



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 of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Spanish Subject Inspection</p> <p>Date of Inspection: 11-11-2016</p> <p>Report Published</p>	<p>Date of Inspection: 13-09-2018</p>
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 subject co-ordinator • Interview with relevant teachers • Review of school documentation and records and students' work • Review of resources and facilities • Observation of teaching and learning 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>All teachers should use Spanish as the main language of instruction in lessons.</p>	<p>Good progress</p> <p>Very good practice was observed where Spanish was consistently used by the teacher as the main language of instruction and communication. At other times, while Spanish was used by the teacher, it was translated immediately and English was the predominant language of instruction and communication. To raise the standard of all lessons to the very good practice outlined above, teachers should share strategies for maintaining the target language in the classroom and look at the training videos on the Languages Initiative website.</p>
<p>All teachers should ensure that they plan for student communicative oral tasks in Spanish.</p>	<p>Partial progress</p> <p>While several co-curricular activities have been established in the school to encourage use of Spanish outside of the classroom, such as the Spanish club, Spanish trips and the Spanish noticeboard, there was scope to improve classroom practice. In one lesson, students had many opportunities to communicate in Spanish with the teacher through teacher-directed questioning in Spanish. While students were also given an activity to answer questions about themselves in Spanish, this was conducted as an individual written activity. In another lesson, while students had opportunities to work collaboratively, they were only required to communicate with each other using Spanish at the very end of the lesson. There was no reference to student communicative oral tasks in the planning documents reviewed. Opportunities for students to talk to each other in Spanish should be integrated into every lesson.</p>
<p>All teachers should use differentiation strategies, as appropriate, to support the optimisation of student access to the</p>	<p>Partial progress</p> <p>Evidence of good practice was observed in one lesson, where the teacher successfully used differentiated questioning to support learning. In this lesson, written supports were provided for students</p>

curriculum	to enable them to fully participate in the lesson. In the other lessons, the absence of differentiation made learning more difficult for some students, while other students in the lesson were not sufficiently challenged. To ensure an appropriate balance of support and challenge in lessons, teachers should research and share strategies for differentiation and implement them in lessons.
Summary of findings	
<ul style="list-style-type: none"> • Good progress was made in the use of Spanish as the language of communication. Partial progress was made in planning for communicative oral tasks and in the use of differentiation strategies in lessons. 	
Recommendations	
<ul style="list-style-type: none"> • Teachers should share strategies for maintaining the target language as the main language of communication and implement them in lessons. • Opportunities for students to talk to each other in Spanish should be integrated throughout every lesson. • Teachers should research and share strategies for differentiation and implement them in lessons. 	

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board of Marian College welcomes the report and commends the staff and students involved. The Board wishes to comment that of the 2 lessons viewed, one group had less than 2 weeks of Spanish as at September 2018.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The Board of Marian College welcomes the recommendations issued by the Department of Education inspectorate. As at September 2018, the school has started a review process in respect of subject planning, following the school's introduction of the 1-hour class.

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.