

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Belvedere College S.J.
Seoladh na scoile/ School address	6 Great Denmark Street Dublin 1
Uimhir rolla / Roll number	60520P

Date of Evaluation: 10-12-2018



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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.

<p>ORIGINAL INSPECTION DETAILS</p> <p>Type: Subject Inspection of French</p> <p>Date of Inspection: 28-04-2016</p> <p>Report Published: Yes</p>	<p>FOLLOW-THROUGH INSPECTION DETAILS</p> <p>Date of Inspection: 10-12-2018</p>
<p>Follow-through inspection activities</p>	
<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-ordinators • Interview with relevant teachers • Review of school documentation and records and students' work • Observation of teaching and learning • Interaction with students 	
<p>Recommendation in original inspection report</p>	<p>Progress achieved to date on implementation of recommendation</p>
<p>The target language should be used consistently as the language of instruction and students should be afforded greater opportunities to interact in French in both structured and unstructured settings.</p>	<p>Good progress</p> <p>There was good progress in the use of French as the language of instruction. Greater use of the target language was also evident in lessons where students worked in pairs, asking and answering questions of each other. The use of a debate style activity arising from a group work session in one lesson also supported active student interaction in the target language.</p> <p>There is still scope for development in promoting spontaneous student interaction in French and for students to be challenged to understand teacher explanations in French, rather than being automatically supported with translation. It is also recommended that the use of translation as a specific methodology or for homework exercises be minimised.</p>
<p>Teachers should adopt an integrated approach to teaching the different language skills in all lessons</p>	<p>Good progress</p> <p>Progress has been made in the use of a more integrated approach to teaching the different language skills. Students, in a student focus group meeting, reported that there was greater emphasis on oral and listening skills development since the last inspection. Listening texts were used in all of the lessons observed; however, there is scope for further development regarding their exploitation as texts. Oral and/or writing skills development did ensue, but there was one lesson where a number of students did not fully engage with the work in hand. This should be addressed through the choice and</p>

management of student tasks.

There was evidence of writing skills development with good formative feedback in some of the copybooks examined. In other copybooks, there was more limited evidence of homework assignments facilitating the provision of meaningful formative feedback.

Summary of findings

- Good progress has been made overall in relation to the recommendations contained in the initial subject inspection report.
- Notwithstanding the very good work carried out by the previous co-ordinator of French, the recent change in practice where the teachers of French work more as a team for the purpose of subject planning and the intended development of a Modern Foreign Languages department also augurs well for the sharing of good practice and the embedding of the recommendations across all classroom practice for the teaching and learning of French.

Recommendations

- The practice of affording students more opportunity for spontaneous interaction in French should be further progressed.
- To further develop students' writing skills, all teachers should ensure that the writing tasks assigned for homework afford students sufficient opportunity to manipulate language and to receive meaningful formative feedback on their work.

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.