

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Catholic University School
<b>Seoladh na scoile/ School address</b>	89 Lower Leeson Street Dublin 2
<b>Uimhir rolla / Roll number</b>	60540V

**Date of Evaluation: 12-12-2019**



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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.

## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<b>Type: Subject inspection of English</b> <b>Date of Inspection: 30 November 2017</b> <b>Report Published? Yes</b>	<b>Date of Inspection: 12 December 2019</b>
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 principal and deputy principal</li> <li>• Interview with subject co-ordinator</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and records and students' work</li> <li>• Observation of teaching and learning</li> <li>• Interaction with students</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>To build on the successful teaching and learning approaches observed, teachers should vary and extend their practices to ensure that all students are appropriately challenged and supported.</p>	<p><b>Good progress</b></p> <p>The lessons observed and the subject department plans and records reviewed indicate that there has been good progress in varying and extending teaching and learning approaches. Practice observed included productive and purposeful pair and group work, well-planned creative writing activities that enabled students to identify and practise a specific writing genre, and some good higher-order questioning. There is still scope to further challenge students through communicating high expectations regarding the accuracy and coherence of their written work; and their preparedness for learning, for example having the necessary books and materials in class as a matter of course.</p>
<p>Teachers should collaborate to identify and implement assessment practices that will enable students to improve their work and increasingly take ownership of their learning.</p>	<p><b>Very good progress</b></p> <p>Commendable progress has been made in the area of formative assessment, supported by very good collaboration within the English department. Subject learning and assessment review (SLAR) meetings are now an embedded part of junior cycle assessment practice, and have been extended to assessment practice in senior cycle as the English department has recognised their value. Very good work has been done on developing common assessments and agreed marking schemes, resulting in greater clarity for students about the standards required. The lessons observed contained elements of peer assessment, in which students were able to apply success criteria to their own and others' work, and to suggest how work could be improved.</p>
<p>To the greatest extent possible, actions to address timetabling and deployment should be implemented in the next school year.</p>	<p><b>Very good progress</b></p> <p>Clear and substantial progress has been made in the timetabling of English to provide lessons that are well distributed through the school week, and senior management is commended for this prompt action. The</p>

deployment of teachers within English has also improved, allowing a greater number of teachers to experience teaching a variety of year groups and levels, thus building capacity within the department, and enhancing opportunities for professional collaboration.

### **Summary of findings**

- Good progress has been made in varying and extending teaching approaches that challenge and support students, but there is scope to provide greater challenge in some areas.
- Very good progress has been made in identifying and implementing assessment practices that enable students to improve their work.
- Very good progress has been made with regard to timetabling of lessons and deployment of teachers.

### **Recommendations**

- Teachers should explicitly set high expectations regarding the accuracy and coherence of students' written work, and their preparedness for learning.

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<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.