

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	St Marys College
<b>Seoladh na scoile/ School address</b>	Rathmines Dublin 6
<b>Uimhir rolla / Roll number</b>	60560E

**Date of Evaluation: 13-11-2017**



**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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Subject Inspection</p> <p>Date of Inspection: 21 September 2015</p> <p>Report Published?: Yes</p>	<p>Date of Inspection: 13-11-2017</p>
<b>Follow-through inspection activities</b>	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> <li>• Meeting with senior management team</li> <li>• Interview with subject co-ordinator</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation 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>French should be used consistently as the language of instruction and students should be given greater opportunity in all lessons to actively interact in the target language.</p>	<p><b>Good progress</b></p> <p>In both of the lessons observed good progress was noted in teachers' use of the target language. Improvement was also noted in students' use of French when engaged in pair work used for oral skills development. There is still scope for development in affording students opportunities for more spontaneous interaction in the target language.</p>
<p>An integrated approach to the teaching of the different language skills should be adopted in all lessons.</p>	<p><b>Good progress</b></p> <p>An integrated approach to the teaching of the different language skills was very evident in one lesson. In the other lesson observed, there was good attention to teaching the different language skills. This indicated good progress, but there is scope for further development in integrating the skills. .</p>
<p>The practice of formative assessment should be further progressed and implemented in all lessons</p>	<p><b>Good progress,</b></p> <p>Good practice was noted in the detailed correction of exercises and the inclusion of affirming comments. Formative feedback, in accordance with assessment for learning strategies, should be further embedded into teachers' correction of work. This would give students greater opportunity to recognise and take on responsibility for their own progress. Greater use of homework assignments that afford students opportunities to manipulate language is also recommended.</p>

<b>Summary of findings</b>
Overall good progress has been made in relation to all of the recommendations. Areas for continued development include spontaneous student interaction in the target language and the extension of formative feedback.
<b>Recommendations</b>
Students should be further enabled to interact spontaneously in French. Teachers should also assign more writing tasks that facilitate the manipulation of language and the provision of formative feedback.

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.

<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.