

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St Kilian's Deutsche Schule
Seoladh na scoile/ School address	Roebuck Road Clonskeagh Dublin 14
Uimhir rolla / Roll number	60630W

Date of Evaluation: 22-01-2019



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.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

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.

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: Guidance Subject Inspection</p> <p>Date of Inspection: 12 September 2017</p> <p>Report Published</p>	<p>Date of Inspection: 22-01-2019</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 and members of whole-school guidance planning team • Review of school documentation and records and students' work 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The guidance counsellor should incorporate into the guidance plan opportunities for students to submit guidance assignments for assessment.</p>	<p>Good progress</p> <p>The guidance department has effectively updated the guidance plan to provide TY students with a number of opportunities to submit assignments for formative feedback. These include assignments on career research, Leaving Certificate subjects, preparation of curriculum vitae, and a reflection exercise on work experience. Progress is appropriately recorded and included in school reports. Clear developmental feedback was evident on these assignments giving students clear guidance on what areas to improve. In addition, it is positive that as part of their assignments, TY students give an oral presentation on careers and courses to their peers. For fifth and sixth-year students, assessment of guidance-related learning is more based on self-reflection and self-assessment with few formal written assignments included in the guidance plan. While good progress has been made, overall assessment of guidance-related learning at both junior and senior cycle remains an area to develop further. With the introduction of the new junior cycle guidance programme it is timely for the guidance department to explore assessment approaches so that junior cycle students can get recognition for guidance-related learning in their Junior Cycle Profile of Achievement (JCPA).</p>
<p>The senior management team should develop a more formal timetable for guidance at senior cycle and plan for a more detailed schedule of guidance inputs at junior cycle.</p>	<p>Very good progress</p> <p>The previous less formal approach to timetabling guidance at senior cycle has been replaced with a more structured schedule of inputs. TY students continue to receive weekly guidance lessons while fifth and sixth-year students both now receive a timetabled guidance module for half the school year. As part of the Junior Cycle</p>

	<p>Wellbeing Framework, a new guidance programme has been introduced with a weekly lesson for first-year students. The whole-school guidance planning team is considering ways to extend the junior cycle guidance programme as the students move into second and third year.</p> <p>An effective whole-school approach to study skills has been adopted with all subject departments supporting students by providing inputs on subject-specific study skills.</p>
<p>The senior management team should form a whole-school guidance planning team to identify the guidance needs of the school and to co-ordinate whole-school guidance, including development of the online guidance site.</p>	<p>Very good progress</p> <p>Since the previous evaluation, a valuable whole-school guidance team has been formed with clearly identified roles and responsibilities of team members. The composition of the team is very good, teachers from various subjects and programmes are represented. Regular meetings have been held with good records of meetings and appropriate minutes retained. It is positive that the team has consulted students on their views about school, subjects and study through the use of paper questionnaires. Commendably, the team’s planning documentation highlights areas identified for development which include the guidance curriculum for second and third-year students, introduction of an e-portfolio for TY students, and extending the range of guidance assessments.</p> <p>Very good progress has been achieved regarding how the guidance section of the school website is used to communicate with parents and students. It is now updated regularly by the guidance department which places guidance-related information, college alerts, and support materials on the site.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Good progress has been made in planning for assessment of guidance-related learning especially in TY; nevertheless planning assessment of guidance-related learning remains an area for the guidance department to develop further at both junior and senior cycle. • Very good progress has been achieved in leading and managing Guidance through the formation of a whole-school guidance planning team, the identification of guidance areas for development, and the inclusion of distinct guidance modules on the timetable for first, TY, fifth and sixth-year students. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • The guidance department should continually review how guidance-related learning is assessed; in particular the department should consider assessment approaches so junior cycle students can get recognition for guidance-related learning in their Junior Cycle Profile of Achievement (JCPA). 	

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.