

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Muckross Park College
Seoladh na scoile/ School address	Donnybrook Dublin 4
Uimhir rolla / Roll number	60710U

Date of Evaluation: 22-05-2018



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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Subject inspection of Spanish</p> <p>Date of Inspection: 20-1-16</p> <p>Report Published</p>	<p>Date of Inspection: 22-05-2018</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 senior management team • Interview with subject co-ordinator • Interview with relevant teachers • Review of school documentation and records and students' work <p>Observation of teaching and learning did not occur, as summer examinations were taking place at the time of the evaluation</p>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Teachers should give students opportunities to manipulate written language independently.</p>	<p>Good progress</p> <p>Overall, good progress has been made on this recommendation, with very good progress in first year and Transition Year (TY) and scope for development in the other years.</p> <p>Many opportunities are provided for first-year students to produce independent writing as a consequence of the implementation of the new specification for modern foreign languages at junior cycle. Teachers reported that this has been very helpful in promoting more active student engagement with the target language. Creative independent written production is also a feature of the Transition Year programme. Writing activities include creating role-plays, devising menus and writing film reviews.</p> <p>A review of student work revealed that senior cycle students were provided primarily with examination-related independent writing activities. Overuse was made of translation activities with second and third-year students in some lessons; this should be avoided. Teachers should plan a range of activities for students in all years to produce independent pieces of written work in Spanish.</p>
<p>Teachers should ensure that grammar is taught in context.</p>	<p>Very good progress</p> <p>The revised collaborative curricular plans reveal that grammar is now taught within the communicative context of the lesson. There has been a shift to context-based, experiential learning of grammar. There are no longer any separate grammar-focused classes.</p>

	<p>Spanish teachers have recently attended many modern foreign language continuing professional development courses and reported that this has impacted positively on student learning. Some teachers are trialling electronic applications where students can access classwork materials from home. Teachers reported that this has led to enhanced student engagement.</p> <p>Following the original Spanish inspection, Spanish teachers reviewed the teaching and learning practices in their department using <i>Looking at our School (2016)</i>. It is welcomed that as a result of this review, the principal has agreed to establish a Modern Foreign Language department to enhance the sharing of good practice across languages taught in the school.</p>
<p>All teachers should provide formative comments on students' written work.</p>	<p>Good progress</p> <p>Teachers' correction practices in the students' work reviewed varied. All teachers ensured written work was corrected regularly, but written formative feedback was not always provided. Very good practice was observed in some instances where teachers provided written comments on students' work aimed at guiding improvement. This practice should be extended.</p> <p>Teachers reported that they often gave oral feedback to students on how to improve their work. It is recommended that in these instances students should be encouraged to keep a written record of the advice they have been given. This will enable them to refer back to the advice in subsequent work and lead to improvement in learner outcomes.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • Very good progress has been made on the recommendation related to the teaching of grammar. Good progress has been made on the recommendations relating to the production of independent written work and the provision of formative comments on students' work, but further progress is necessary. 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Teachers should plan and implement a range of activities aimed at enabling students in all years to produce independent written work in Spanish. • To improve learner outcomes, it is recommended that feedback given to students should be written down on students' work, either by the teacher or by the student. 	

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

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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 Management and the Spanish teachers welcome the feedback and recommendations provided following the Follow-Through Inspection.

The Board of Management and teachers particularly note the positive feedback regarding the contextual teaching of grammar.

The recommendation on the process of providing students with oral feedback and how they note it in writing was welcomed and will be addressed.

The Board notes that the Spanish teachers have consulted with other modern foreign language (MFL) teachers and have amalgamated as an MFL department so that best practice in the teaching and learning of language can be shared.

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.