

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Saint Dominic's College
Seoladh na scoile/ School address	Cabra Dublin 7
Uimhir rolla / Roll number	60731F

Date of Evaluation: 22-11-2017



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.

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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Subject Inspection History Date of Inspection: 24 November 2015 Report Published: Yes	Date of Inspection: 22 November 2017
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 • Meeting with the subject co-ordinator • Review of school documentation • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Further integration of cooperative learning strategies and differentiated approaches to teaching and learning are required.</p>	<p>Good progress</p> <p>Good overall progress has been made with this recommendation. In the majority of lessons students were encouraged to work together.</p> <p>Very good practice was evident in a few lessons where well-designed worksheets, mind maps or the use of song lyrics were utilised effectively to facilitate a cooperative approach to learning. These resources provided a structure and guide for student discussion and as an aid to collate ideas on topics such as Early Christian Ireland or the Famine. In these lessons, students were organised into small groups and given appropriate time to engage cooperatively with the task. In some of the classrooms, the organisation of the tables into groups facilitated the use of cooperative approaches.</p> <p>In a minority of lessons, students were provided with learning tasks or asked questions that were either not challenging enough or they were not given appropriate time to engage in a meaningful way before feedback was taken. In these lessons, teacher input dominated. Teachers should continue to plan for the integration of cooperative learning strategies to facilitate students to engage purposefully with learning tasks.</p> <p>Differentiation for students of varying abilities was mainly observed when teachers provided individual students with additional support during the lessons, or through the use of oral questions. There is scope to further integrate differentiated approaches to appropriately challenge all students.</p>

<p>Questioning strategies that are inclusive of all, and actively engage and challenge students, should be implemented.</p>	<p>Good progress</p> <p>Good progress has been made overall with this recommendation. In the majority of lessons, teachers incorporated a good mix of global and targeted questions to ensure the majority of students were involved in whole-class oral questioning.</p> <p>In most lessons, a good or very good combination of lower and higher order questions was deployed to guide students through revision of a topic, to tease out their understanding of new information and to challenge them to empathise and connect with life in the past.</p> <p>In one particularly effective lesson, very good use of ‘wait time’ encouraged students to think and discuss their answer before sharing as a group.</p> <p>However, in a few lessons, the main method of questioning observed was predominately whole-class oral questioning by the teacher. In these instances, the style of questioning used often required only very brief answers from students, and teachers tended to finish or expand on the answer themselves.</p> <p>The history department should review their questioning strategies and share good practice that has actively engaged and appropriately challenged students.</p>
<p>Consideration should be given to mixed-ability groupings for junior cycle History in line with the mixed-ability settings in senior-cycle classes.</p>	<p>Very good progress</p> <p>Very good progress has been made in implementing this recommendation. In response to the recommendation, the senior management team appropriately consulted with staff and organised professional development on mixed-ability teaching. While history classes for second and third year remain streamed, the school has introduced mixed-ability groupings for all subjects in first year.</p>
<p>Summary of findings</p>	
<p>The history department has made good progress in its implementation of recommendations regarding teaching and learning. School management has made very good progress in respect of the introduction of mixed-ability classes and the provision of training for teachers to support ongoing developments in teaching and learning.</p>	
<p>Recommendations</p>	
<p>No further recommendations arise in relation to the recommendations in the original report.</p>	

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.