

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Mount Carmel Secondary School
Seoladh na scoile/ School address	Kings Inn Street Dublin 1
Uimhir rolla / Roll number	60853T

Date of Evaluation: 03-10-2017



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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Subject Inspection Art Date of Inspection: 25 November 2015 Report Published: Yes	Date of Inspection: 03 October 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 • Interview with the subject co-ordinator • Interview with relevant teachers • Review of school documentation and students' work • Review of resources and facilities • Observation of teaching and learning in two lessons • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The art department should provide further opportunities to use written formative feedback in the assessment of both theory and practical work.</p>	<p>Partial progress</p> <p>The art department has made partial progress in the implementation of this recommendation. A large sample of work was reviewed. In general, there was limited evidence of written formative feedback on this work. The written feedback that was noted was provided on key pieces of examination work. There is scope to extend this very good practice. It is recommended that the provision of written formative feedback be extended to include key pieces of work in a project, to support and guide students in completing tasks.</p>
<p>The use of higher-order questions should be extended in all lessons to promote deep critical-thinking skills.</p>	<p>Very good progress</p> <p>Very good progress has been made in implementing this recommendation. Minutes of subject meetings indicate that the department has reflected on and developed questioning strategies that promote higher-order thinking. In all the lessons observed higher-order questions were used appropriately to promote deep critical thinking.</p>
<p>Differentiated learning outcomes should be incorporated into all schemes of work to support students' learning.</p>	<p>Good progress</p> <p>The art department has made some good progress on this recommendation; there is scope for further progress. In the lessons observed, there was a clear link between the teacher's preparation and the use of differentiated learning intentions. The learning intentions, which were shared at the outset of each lesson, were closely aligned to a series of differentiated lesson activities that provided for individual student's needs. However, no documented evidence was observed in the formal subject plan to reflect the use of differentiated learning intentions as was evidenced in the lessons</p>

	observed. It is recommended that differentiated learning outcomes be formally documented in all schemes of work.
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Summary of findings

The art department has made very good and good progress in its implementation of two recommendations from the subject inspection in 2015 and partial progress in respect of one.
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Recommendations

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| <ul style="list-style-type: none">• The practice of using written formative feedback should be extended to include key pieces of work in a project.• Differentiated learning outcomes should be formally documented in all schemes of work. |
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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.