

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Alexandra College
Seoladh na scoile/ School address	Milltown Dublin 6
Uimhir rolla / Roll number	60910F

Date of Evaluation: 11-04-2019



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.

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 was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

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>Type: Follow Through</p> <p>Date of Inspection: 27-09-2016</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 11-04-2019</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"> • Short meeting with the English department • Meeting with subject co-ordinator • Review of school documentation and records, and students' work • Observation of teaching and learning • Individual feedback to teachers • Interaction with students • Meeting with deputy principal to give feedback 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>The English department should develop, where necessary, more structured step-by-step approaches to support students' acquisition of new skills and concepts.</p>	<p>Very good progress</p> <p>In the three lessons observed, teachers had planned and prepared materials and a sequence of learning activities to support students' learning. New concepts were introduced in a context that helped students to understand them, and there was very good support for the development of reading and writing skills.</p>
<p>The English department should further develop its Junior Cycle plan to support greater integration of oral communication skills.</p>	<p>Partial progress</p> <p>While the lessons observed provided well for oral communication skills, there is considerable scope for greater integration of oral communication skills into the year plans for the Junior Cycle. Specifically, the thirteen learning outcomes for Oral Language need to be embedded in the year plans for each year, and need to be explicitly articulated for students as learning intentions in all relevant lessons. The timeframe indicated in the specification should be clearly reflected in the year plans, especially with regard to the learning outcomes for first year English.</p>
<p>The English department should further develop its Junior Cycle plan to incorporate the full range of assessment practices.</p>	<p>Very good progress</p> <p>The English department has made very good progress in the area of Junior Cycle assessment. The non-examination elements of assessment – the Classroom Based Assessments or CBAs – have been incorporated into the department's planning and practice. Students demonstrated familiarity with the concepts of success</p>

criteria and features of quality, and teachers are advised to continue and even deepen their focus on these key aspects of Junior Cycle English. The department has held productive and helpful subject learning and assessment review (SLAR) meetings, and has reflected collaboratively on the learning from these.

Summary of findings

- Very good progress has been made in the approaches taken to supporting students' acquisition of new skills and concepts.
- Partial progress has been made in the area of planning for the integration of oral communication skills.
- Very good progress has been made in incorporating the full range of assessment practices into Junior Cycle English

Recommendations

The English department should revise the subject plan and the teaching and learning practices that arise from it, to embed the learning outcomes for Oral language into planning and to articulate them explicitly for students as learning intentions, with particular attention to the Oral Language outcomes for first year.

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.