

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Christian Brothers Secondary School
<b>Seoladh na scoile/ School address</b>	Mitchelstown Co Cork
<b>Uimhir rolla / Roll number</b>	62420V

**Date of Evaluation: 15 November 2018**



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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 on the findings and recommendations of the report; the board chose to accept the report without response.

## **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: Subject Inspection (Mathematics)</p> <p>Date of Inspection: 25 January 2017</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 15 November 2018</p>
<b>Follow-through inspection activities</b>	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> <li>• Meeting with principal and deputy principal</li> <li>• Interview with subject co-ordinator</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and records, and students' work</li> <li>• Observation of teaching and learning</li> <li>• Interaction with students</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>It is recommended that the schemes of work be developed in line with the learning outcomes of the mathematics syllabus.</p>	<p><b>Very good progress</b></p> <p>All schemes of work have been developed using the learning outcomes of the mathematics syllabus. There is also evidence that the schemes are being reflected on at a department level, and the associated documents are then being modified in light of growing experience. A new scheme of work has been developed for Transition Year which incorporates experimental and practical aspects, giving students a broader experience of the subject.</p>
<p>The department should set long-term goals to help establish a culture of collaborative learning, where students are working for a significant proportion of the lesson and are afforded regular opportunities to improve their mathematical reasoning and critical-thinking skills.</p>	<p><b>Good progress</b></p> <p>A culture of collaboration was evident in most lessons, supported by high quality pair work, group work, and by teachers providing varied opportunities for students to articulate their learning and assist each other in deepening their understanding. In some lessons, where appropriate, students were working independently for a large proportion of the time and were supportive of each other's progress.</p> <p>The department has not yet articulated or set long-term goals in relation to the establishment of this culture.</p>
Summary of findings	
<p>Overall, good progress has been made in relation to the recommendations provided in the original subject inspection. Very good progress has been made in relation to the development of schemes of work that use the learning outcomes of the mathematics syllabus. Good progress has been made in relation to the establishment of a culture of collaborative learning, which was particularly evident in classroom practice. The identification of long-term goals would further embed this culture. It is very positive that the mathematics department has met to review</p>	

its progress in relation to the recommendations and that the outcomes of this review were reported to the board of management in December 2017.

### **Recommendations**

- The strategies used to create and support a collaborative culture of learning need to be documented and long-term goals identified, so that this culture is firmly embedded in the practice of all teachers. This will assist teachers of mathematics to identify their strengths as individuals and then share those strengths as a team, for the benefit of all students.

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<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.