

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Seamount College
<b>Seoladh na scoile/ School address</b>	Kinvara County Galway
<b>Uimhir rolla / Roll number</b>	63050T

**Date of Evaluation: 13-09-2018**



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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 did not meet the requirements in relation to 2 above and therefore was not fully compliant with the checks undertaken. However, the school has subsequently furnished evidence of compliance with these requirements.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p><b>Type:</b> Subject Inspection - Mathematics</p> <p><b>Date of Inspection:</b> 9 February 2016</p> <p><b>Report Published?</b> Yes</p>	<p><b>Date of Inspection:</b> 13 September 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</li> <li>• Interview with subject co-ordinator</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and records of 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>Organisational structures used to support learning for first year and Transition Year (TY) students should be considered for other year groups.</p>	<p><b>Very good progress</b></p> <p>Very good progress has been made to address this recommendation. At the time of the original inspection, decisions on the level to be studied by each student were made at the beginning of second year. Students in the junior cycle are now taught in mixed-ability settings. It was reported that every effort is made to maintain students at higher level, where relevant, until after their mock exams.</p>
<p>The mathematics department should develop and implement a wider range of strategies for active and collaborative learning.</p>	<p><b>Good progress</b></p> <p>Good progress has been made to ensure students have a more active role in their learning. This was achieved through the use of pre-prepared discovery activities in most of the lessons observed. In the best lesson observed, students confidently attempted challenging questions and made decisions independently on how to progress. This lesson built on what students already knew and the clearly defined learning intention was achieved through discovery. The good practices of eliciting prior knowledge, setting suitably high expectations for students' knowledge and ability and ensuring that learning for every student is progressed were evident in the planning for this lesson. In the other lessons, students' prior knowledge was not given due consideration resulting in little challenge for many. There was scope in all lessons observed to facilitate more purposeful collaboration among students.</p>

<p>The practice of monitoring copies should be further developed to include formative feedback to guide for improvement and track progress as well as for affirmation.</p>	<p><b>Good progress</b></p> <p>An examination of a selection of copies and students' work showed that good progress has been made with the recommendation to provide formative feedback. The best quality feedback included guidance on how to improve combined with affirmation for what was done well. In one lesson, the work was initialled regularly by the teacher but there was an absence of formative feedback.</p>
<p><b>Summary of findings</b></p>	
<p>The school and mathematics department have made very good progress with the recommendation regarding how mathematics classes are organised and good progress with the remaining two recommendations.</p>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• Planning for collaborative learning should include more opportunities for students to explain and justify their findings to each other and to further develop skills to compare and combine methods and solutions.</li> <li>• The good practice of providing effective formative feedback on students' work should be a feature in all lessons.</li> </ul>	

<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.