

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

**Follow-Through Inspection**

**REPORT**

<b>School name</b>	De La Salle College
<b>School address</b>	Newtown Waterford
<b>Roll number</b>	649500

**Date of Evaluation: 14-05-2019**



---

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 of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

## **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 (Home Economics)</p> <p>Date of Inspection: 18 &amp; 19 October 2017</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 14-05-2019</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 principals</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and students' work</li> <li>• Review of resources and facilities</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>In order to improve teaching and learning in instances where the quality was found to be fair, either more time should be devoted to planning and preparation, or further teacher input or intervention should be provided when students are working independently or collaboratively.</p>	<p><b>Good progress</b></p> <p>In the lessons observed, high levels of teacher preparation were evident. Lessons were well-structured and teachers had planned for opportunities for students to be active and collaborative in their learning. In all lessons, teachers shared learning intentions with students. However, in some instances, learning intentions were framed in terms of content to be covered. It is recommended that learning intentions outline what students should know, understand and be able to do as a result of learning activities.</p>
<p>Deeper exploration of formative assessment at subject department level should take place, and a systematic and incremental approach to the incorporation of formative assessment strategies should be agreed.</p>	<p><b>Good progress</b></p> <p>The home economics department has investigated, identified and agreed formative assessment strategies.</p> <p>Good utilisation of these strategies, including peer-assessment, effective questioning, assessing students' understanding of key words, providing students with the opportunity to reflect on learning and the sharing of success criteria to guide students when completing homework, were evident in lessons. To further this good progress, learning intentions should be revisited and assessed during lessons to consolidate learning.</p> <p>Some very good written formative feedback was observed on students' coursework. It is positive to note that the subject department is implementing an agreed approach to assessing procedural skills and providing written formative feedback to students. There is scope to develop and implement an agreed approach to provide written formative feedback on key pieces of</p>

	work in students' copybooks.
A subject-specific resourcing plan needs to be developed.	<p><b>Good progress</b></p> <p>The board, senior management and teachers have been proactive in applying for funding for an additional kitchen and to renovate and extend the existing kitchen.</p> <p>A five-year updating and resourcing plan has been compiled by teachers. Senior management are facilitating the purchase of the requested items. Improvements in internet connectivity in classrooms have been noted, however, two classrooms used by the home economics department do not have a data projector. Given the insufficient number of existing sewing machines, it would be prudent to include these and data projector provision in the resourcing plan.</p>
Outline programmes of work should be reorganised in order to increase their role in guiding a departmental approach to teaching and learning	<p><b>Good progress</b></p> <p>Overall, very good progress has been made in developing overarching incremental learning outcomes which outline the cognitive skills which students should develop. However, in general, programmes of work do not outline the procedural skills which students should acquire and develop. Good progress has been made in identifying topic-specific resources, methodologies and assessment approaches.</p> <p>The Transition Year (TY) programme is now thematic in its approach. However, the programme does not fully support an incremental approach to learning for all students.</p>
<b>Summary of findings</b>	
<ul style="list-style-type: none"> <li>• High levels of teacher preparation and planning for lessons were evident; however, in some instances, learning intentions were written in terms of content to be covered rather than learning to be achieved.</li> <li>• Good progress has been made implementing many formative assessment strategies however, learning intentions are not consistently assessed and an agreed approach to delivering written formative feedback in copybooks is not apparent.</li> <li>• A home economics resourcing plan has been developed; additional equipment such as data projectors and sewing machines should be included in this plan.</li> <li>• Good progress has been made in developing overarching, incremental learning outcomes for programmes of work; however, procedural skills are not fully integrated in some programmes of work and the TY plan does not fully support an incremental approach to learning for all students.</li> </ul>	
<b>Recommendations</b>	
<ul style="list-style-type: none"> <li>• Formative assessment practices should be further developed through sharing and assessing clear learning intentions and more regular use of written formative feedback in copybooks.</li> <li>• Senior management should include the necessary equipment for Home Economics in the resourcing plan and provide this equipment as resources permit.</li> <li>• The incremental development of procedural skills should be incorporated in all programmes of work and adjustments made to the TY plan to ensure a learning experience different to that of junior cycle.</li> </ul>	

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Part A Observations on the content of the inspection report**

The Board of Management acknowledges the value of this inspection report and is conscious of the recommendations contained in it. This school is committed to the promotion and development of excellence in the provision of Home Economics.

The Board of Management welcomes the positive and affirming findings in the follow through report, where high levels of teacher planning and preparation were evident, that good progress has been made implementing many formative assessment strategies and also in developing overarching, incremental learning outcomes for programmes of work.

## **Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

The Board is committed to supporting management and teaching staff in following up on the recommendations made by the Inspectorate with a view to building on current good practice. The board of management notes the suggestions for improvement in the school and will address the recommendations of the report.

To that end the school has been informed that their application for funding for additional rooms, including a Home Economics classroom, has been successful. Tenders have been sought for the procurement of a design team for the project and the school board will endeavour to deliver on the provision of the new Home Economics room as soon as possible.

Two new data projectors have been acquired and installed in the kitchen and in another classroom used by the Home Economics Department.

Provision for sewing machines will be included in the resource plan for Home Economics, with one new machine to be added annually.

School Management and the Home Economics department are reviewing the TY programme and developing an action plan to address the issues outlined in the inspection report.

<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.