

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Scoil Na Tríonóide Naofa
<b>Seoladh na scoile/ Scholl address</b>	Doon Co Limerick
<b>Uimhir rolla / Roll number</b>	68121S

**Date of Evaluation: 26-10-2016**



## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<b>Type: Subject Inspection</b> <b>Date of Inspection: 28 September 2015</b> <b>Report Published? Yes</b>	<b>Date of Inspection: 26 October 2016</b>
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"> <li>• Meeting with principal</li> <li>• Interview with members of in-school management team or subject co-ordinator</li> <li>• Interview with relevant teacher</li> <li>• Review of school documentation and records and students' work</li> <li>• Observation of teaching and learning</li> <li>• Interaction with pupils/students</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>A structured approach to lesson planning and design should be adopted with significant attention paid to the incorporation of teacher and student activities that contribute to the achievement of desired learning outcomes in lessons.</p>	<p><b>Very good progress</b>  Lessons observed during the follow-through inspection were well structured. Teacher and student activities were appropriately organised and focused. Learning intentions were clear and tasks were designed to reinforce and develop students' learning.</p>
<p>A rigorous and systematic approach to assessment that promotes the use of Assessment for Learning (AfL) practices in theory and practical learning settings should be implemented.</p>	<p><b>Good progress</b>  Assessment of students' work has increased since the original subject inspection, particularly with examination year class groups and fifth-year students. Assessment is now more systematic. Use of assessment to support the teaching and learning of the subject is still underdeveloped.</p>
<p>An appropriate Transition Year (TY) plan should be developed.</p>	<p><b>Partial progress</b>  A TY plan has been developed. This plan is based upon examples of good practice identified locally. As a TY module in Engineering no longer forms part of the school's TY programme, opportunities to develop and improve this plan have been postponed.</p>

<b>Summary of findings</b>
<ul style="list-style-type: none"><li>• The follow-through provided clear evidence of the school's progress in relation to the implementation of most of the recommendations.</li></ul>
<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Formative assessment practices should be further embedded within the subject department and across all year groups to enhance students' learning.</li></ul>






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.