

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Deansrath Community College
Seoladh na scoile/ School address	New Nangor Road Clondalkin Dublin 22
Uimhir rolla / Roll number	70040H

Date of Evaluation: 18-10-2017



WHAT IS A 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

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Subject Inspection of French</p> <p>Date of Inspection: 08-04-2014</p> <p>Report Published: Yes</p>	<p>Date of Inspection: 18-10-2017</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"> • Meeting with senior management team • Interview with subject co-ordinator • Interview with relevant teachers • Review of school documentation and records and students' work • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>All teachers should use methodologies that support the use of French as the language of instruction and communication.</p>	<p>Very good progress</p> <p>During the two lessons observed, teachers employed very good methodologies to support the use of French as the language of instruction and communication. This was evident, for example, in students' interaction with the teachers in the target language and in the teachers' consistent use of French throughout the lessons.</p>
<p>An integrated approach to language skills development should be adopted in all lessons.</p>	<p>Good progress</p> <p>Good progress has been made in implementing this recommendation. Language skills were generally well integrated within lessons; further attention to balancing the emphasis placed upon the development of all language skills would, at times, have enhanced the learning experience.</p>
<p>Pair or group work tasks should be designed in a manner that necessitates student interaction in French.</p>	<p>Good progress</p> <p>All pair work tasks observed were designed in a manner that necessitated student interaction in French. There is further scope to provide pair and group work tasks to benefit the development of students' linguistic skills.</p>
<p>Subject planning should be advanced to incorporate the criteria for the optimum delivery of French into the schemes of work for each year group and to meet the literacy and numeracy targets contained in the</p>	<p>Partial progress</p> <p>Subject planning documents presented during the evaluation indicated that progress has been made in some areas. However, at present much of the planning documentation is individual to each teacher. Where the practice was good, topics to be studied, learning</p>

<p>school's Delivering Equality of Opportunity in Schools initiative (DEIS) plan.</p>	<p>outcomes and strategies to incorporate literacy and numeracy featured. Where the plans required development, references to methodologies, resources and assessment protocols required further development. The plans for Transition Year (TY) and Leaving Certificate Applied (LCA) need particular attention in light of the original recommendation.</p>
<p>Summary of findings</p>	
<p>French teachers have engaged in a significant range of continuing professional development (CPD) opportunities which have been of benefit to members of the subject department and students of French in the school. Very good progress has been made in teacher use of methodologies that support the use of French as the language of instruction and communication. Overall, good integration of skills and pair work, where student interaction in French was necessary, was observed.</p>	
<p>Recommendations</p>	
<p>To build on the progress observed in the course of this evaluation, further opportunities for student-student interaction should be provided within lessons.</p> <p>Collaborative subject planning should be further advanced through a single subject department document and schemes of work, integrating all aspects of the recommendation made in the subject inspection.</p>	

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.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

We are satisfied with the content of the inspection report. The report acknowledges that we have improved a range of methodologies and that there is good integration of skills and pair work.

We understand that we need to incorporate further literacy and numeracy strategies in to the subject planning documentation.

We are aware of the requirement to include methodologies, resources and assessment protocols in our plans for Transition Year and Leaving Certificate Applied.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

Recommendation: Further opportunities for student-student interaction should be provided within lessons:

We will endeavour to focus more on student-teacher and student-student interaction through the medium of French. Activities such as pair work and group work that increase student interaction will be used. Students will be encouraged to ask more questions in the target language. The aim of methodologies used will be to improve the integration of language skills into the students' learning experiences.

Recommendation: Collaborative planning should be further advanced through a single subject department document and schemes of work, integrating all aspects of the recommendation made in the subject inspection:

The French Department will continue to work on its subject plan. Particular attention will be paid to the literacy and numeracy targets. The plans for Transition Year and Leaving Certificate Applied will be reviewed over time in line with recommendations. In particular, more detailed reference will be made to methodologies, resources and assessment protocols in regard to these programmes.

The French Department will continue to engage in professional development through engaging in SEC oral examination work and participating in other appropriate language development courses.