

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	St. Kevin's Community College
Seoladh na scoile/ School address	Fonthill Road Clondalkin Dublin 22
Uimhir rolla / Roll number	70042L

Date of Evaluation: 13-03-2018



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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Subject Inspection - English Date of Inspection: 29-11-2016 Report Published? Yes	Date of Inspection: 13-03-2018
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 relevant teachers and members of staff. • Review of school documentation and records students' work. • Observation of teaching and learning. • Interaction with students. 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Analysis and subsequent documentation of attainment in summative and state examinations to inform planning for improvement.</p>	<p>Partial progress The English team are using templates to graph attainment in the certificate examinations, as they had been doing at the time of the original evaluation. Some analysis regarding the data is now complete but it is not used to inform future planning for improvement regarding teaching and learning or to outline how improvements will be achieved.</p>
<p>Subject planning needs to reflect collaboration in the areas of summative assessment practices and schemes of work for the purposes of improving students' learning.</p>	<p>Partial progress Some progress has been made in relation to common examinations but this is limited to one or two common questions on the first-year summative examination. The team must now consider a common paper for first year. Some progress has been made in relation to common schemes of work but this was not consistently applied across all year groups in order to reflect meaningful sharing of ideas in relation to learning outcomes.</p>
<p>Students need to be given further independent and active learning opportunities.</p>	<p>Partial progress One lesson facilitated students to work collaboratively in co-operative group settings and students had some opportunity to share their learning. Another lesson included some pair work. There was scope for improvement in supporting students to be active and, where possible, independent in their learning by developing the student voice and by enabling students to showcase their own learning.</p>

<p>Strategic implementation of differentiated teaching strategies and activities are needed in all lessons in order to cater for the varying needs and abilities of students.</p>	<p>Partial progress</p> <p>There was some differentiation observed in the lessons visited but often this was reactive rather than planned in a strategic way. Consequently, the area of differentiation and specifically the implementation of differentiated teaching methodologies in English lessons remains a significant area for development. Moreover, the subject plan does not reflect the preparation and organisation of differentiated strategies to ensure the learning needs of all students are met.</p>
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Summary of findings

- Partial progress was noted in all four of the recommendations made in the original evaluation.
- Further detailed work is required as described above.

Recommendations

- Attainment levels in the certificate and the schools’ summative examinations should be used to strategically plan for improvements in teaching and learning. The subsequent discussions and targets for this improvement should be documented and included in the subject plan.
- There should be common schemes of work across all year groups, reflecting collaborative team discussion, and a system of common assessments in English should be initiated as soon as possible.
- The practice of facilitating students to be active in their learning should be extended and active learning methodologies should be discussed and documented at subject team level.
- The implementation of differentiated teaching methodologies and tasks should be planned and prioritized for all year groups.

CHILD PROTECTION

During the evaluation, the following checks in relation to the school’s child protection procedures were conducted:

1. The school principal is aware that revised child protection procedures for primary and post-primary schools came into effect on 11 December 2017 and arrangements are in place to begin the process of implementing these procedures.
2. The name of the designated liaison person for child protection matters was prominently displayed near the main door of the school / in the school’s reception area.
3. The school has a Child Safeguarding Statement in place.
4. All teachers are aware that they are mandated persons and of their responsibilities in that regard.

The school met the requirements in relation to 1, 2 and 4 of the checks above but did not meet the requirements in relation to 3 at the time of the inspection.

This has since been rectified by the school.

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

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

The Board of Management wish to acknowledge the support of the Department of Education and Skills. The board has had a report from the English Department which welcomes the feedback received and states that they are and will continue to work towards the full achievement of recommendations therein.