

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Greenhills College
Seoladh na scoile/ School address	Limekiln Avenue Greenhills Dublin 12
Uimhir rolla / Roll number	70130I

Date of Evaluation: 08-05-2018



**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 was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Subject Inspection of Business subjects Date of Inspection: November 2016 Report Published: March 2017	Date of Inspection: 08-05-2018
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 principal and 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 in two double lessons and one single lesson • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>In lessons where teaching was less than satisfactory, business teachers should ensure that students' learning is aided by the use of effective teaching methodologies and that lesson structure and pace are contextualised to students' learning needs and differentiated for ability levels.</p>	<p>Very good progress</p> <p>In all lessons observed, teachers used high quality and effective teaching methodologies to progress student learning. Students were provided with opportunities to work co-operatively, to anticipate outcomes and concepts, to display information using visual learning squares and to link the concept being taught to their own knowledge and experience. It is praiseworthy that students from first year are encouraged and supported to engage in enterprise activities and competitions.</p> <p>The structure and pace of all lessons were contextualised to students' learning needs and differentiated for ability levels. Teachers' use of differentiated questioning techniques was very good in all lessons. In some lessons, as appropriate, tasks were differentiated in order to engage and motivate students at all ability levels. All teachers provided very good one-to-one support to students.</p>
<p>Assessment for learning strategies (AFL) such as the reviewing of learning intentions and tendering of formative feedback to students should be further developed.</p>	<p>Good progress</p> <p>In all lessons, the attainment of the learning intentions was reviewed and assessed through targeted student questioning. In one lesson, students noted two areas of new learning and a concept they wished to have clarified or extended. The sharing of these notes with the teacher provided very good feedback on the lesson.</p> <p>While students receive oral feedback regarding their work, there</p>

	<p>was a limited amount of written formative feedback on students' work. It is recommended that students receive written formative feedback where appropriate.</p> <p>Commendably, the school has chosen the theme of formative assessment as this year's school self-evaluation theme. The school has underpinned this process with continuing professional development for teachers and regular discussion at whole school and subject department level to ensure that the process becomes part of classroom practice.</p>
<p>Collaborative subject planning should be further progressed with opportunities at formal meetings to discuss and share best practice in the teaching of business subjects.</p>	<p>Good progress</p> <p>From a review of minutes and meeting with teachers, there was evidence that discussions have taken place at subject department meetings with regard to AfL strategies for use in business lessons. However, it is recommended that discussions within the subject department be further progressed to share best practice in the teaching of business subjects.</p>
<p>The content of the business subjects plan and each subject's curricular plan should be developed collaboratively as a manual for the provision of the best possible business education for students.</p>	<p>Very good progress</p> <p>Each business subject's curricular plan serves as a manual for the provision of business education for students. The learning experience for students is guided by a comprehensive outline of teachers' classroom practice. It is praiseworthy that teachers have included project work, visits out to local businesses and financial institutions and visits in by local entrepreneurs as part of students' learning experience and skill development.</p>
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • In lessons, there was very good progress in the use of effective teaching methodologies, the development of AfL strategies such as the sharing and reviewing of learning intentions and in the planning of lessons to ensure that the structure and pace were contextualised to students' learning needs and differentiated for ability levels. • Very good progress was noted in the development of each business subject's curriculum plan. • There was good progress in the development of collaborative subject planning practices with some scope to further develop discussions and sharing of best practice in the teaching of business subjects 	
<p>Recommendations</p>	
<ul style="list-style-type: none"> • Students should receive additional written formative feedback on their work, where appropriate. • Discussions within the subject department should be further developed in order to share best practice in the teaching of business subjects. 	

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.