

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Athy Community College
<b>Seoladh na scoile/ School address</b>	Tomard Athy Co Kildare
<b>Uimhir rolla / Roll number</b>	70650L

**Date of Evaluation: 19-11-2019**



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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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: Subject Inspection History</p> <p>Date of Inspection: 10-05-2016</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 19-11-2019</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</li> <li>• Interview with subject co-ordinator</li> <li>• Interview with relevant teachers</li> <li>• Review of school documentation and records and students' work</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>Effective co-operative learning strategies should be discussed, reviewed and shared at subject team level.</p>	<p><b>Good progress:</b></p> <p>Some good examples of co-operative learning strategies were observed such as think-pair-share and some group work. In the best example, students were assigned roles, tasks were time bound and students had ample opportunity to feedback their learning to each other. There was evidence to show that effective co-operative strategies were discussed and shared at subject team level.</p>
<p>Students should receive further opportunities to complete extended writing pieces throughout the year and should receive formative feedback on this work.</p>	<p><b>Partial progress</b></p> <p>Though some good examples of formative feedback were observed on students' written work, this was not always consistent. Moreover, students require more opportunities to engage in substantial pieces of writing for the purpose of developing their critical-thinking skills.</p>
<p>Teachers should ensure that differentiated teaching methods are included in the planning of lessons to ensure the learning needs of all students are met.</p>	<p><b>Good progress:</b></p> <p>There were good examples of differentiated teaching methods observed, such as a focus on key words, images and film clips to support learning, and individual help given to students. Commendably, one lesson included differentiated learning intentions. However, there is scope to plan for the differentiation of tasks and activities during lessons.</p>

<p>In further developing the provision of History in the school, management and history teachers should collaborate in exploring the means by which the uptake of History at junior cycle can be enhanced.</p>	<p><b>Partial progress</b></p> <p>Evidence was noted of the overall improvement in the profile of History in the school, specifically relating to impressive whole-school historical events and in the schools' open evening. However, management have identified that the uptake of History at junior cycle remains an area for development for the school.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• The school has made good progress in relation to the implementation of the recommendations relating to effective co-operative and differentiation strategies which are shared and discussed at regular team meetings.</li> <li>• The school has made partial progress in relation to increasing the uptake of History at junior cycle and in relation to affording students opportunities to engage in extended writing tasks.</li> </ul>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• The team should continue to discuss, plan and review for the implementation of co-operative, structured learning strategies and differentiated tasks and activities so that the learners' experiences and outcomes can continue to improve.</li> <li>• The good work already taking place to promote the subject in the school should continue with a view to increasing uptake of History at junior cycle.</li> </ul>	

<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.