

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Coláiste Abbain
<b>Seoladh na scoile/ School address</b>	Adamstown Enniscorthy Co Wexford
<b>Uimhir rolla / Roll number</b>	71600B

**Date of Evaluation: 05-04-2019**



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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
<b>Type: Subject Inspection</b> <b>Date of Inspection: 22-03-2017</b> <b>Report Published Yes</b>	<b>Date of Inspection: 05-04-2019</b>
<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 senior management team</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>Teachers should work collectively to ensure that inquiry-based learning is an integral part of all lessons and that students have the opportunity to lead learning in all lessons.</p>	<p><b>Very good progress</b></p> <p>The appropriate balance between student activity and teacher input allowed for an inquiry-based approach to learning in all lessons. Students worked in pairs or small groups and were provided with many opportunities to lead learning. There was an excellent contribution of students to lesson development.</p> <p>Students worked independently and collaboratively during lessons and engaged in meaningful investigative practical activities. Students applied appropriate skills to solving problems in unfamiliar contexts. Students were encouraged to reflect on their progress as learners. They developed a sense of ownership and responsibility for their learning.</p> <p>From meetings with senior management and teachers and from reviewing science planning documentation, it was evident that teachers avail of many professional development opportunities and work collectively to improve the student learning experience. The current focus of school self-evaluation is on collaboration and collegiality and this practice is clearly evident in the science department.</p>
<p>Teachers should collectively implement an agreed approach to the use of higher-order questioning and the provision of developmental written feedback to students.</p>	<p><b>Very good progress</b></p> <p>Teachers planned for and implemented appropriate higher-order questioning strategies in all lessons. Student responses were affirmed and students were encouraged to reflect on and think further about the areas under consideration. Many questions were student-directed rather than global and individual students were knowledgeable in their responses.</p> <p>Good quality developmental written feedback was provided by</p>

	teachers on samples of students' written class work, homework and assignments examined.
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<b>Summary of findings</b>	
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| <ul style="list-style-type: none"><li>• An inquiry-based approach to learning was integrated into all lessons.</li><li>• Teachers avail of many professional development opportunities and work collectively to improve the student learning experience.</li><li>• Teachers planned for and implemented appropriate higher-order questioning strategies in all lessons.</li><li>• Teachers provided good quality developmental written feedback on students' work.</li></ul> |  |
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<b>Recommendations</b>	
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| <ul style="list-style-type: none"><li>• Teachers should plan for the further development of the use of formative and developmental written feedback on students' work.</li></ul> |  |
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<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.