

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Hazelwood College
Seoladh na scoile/ School address	Dromcollogher Co. Limerick
Uimhir rolla / Roll number	71850B

Date of Evaluation: 02-02-2017



Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: Subject Inspection Home Economics Date of Inspection: 05-03-2014 Report Published	Date of Inspection: 02-02-2017
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 • Interview with subject co-ordinator • Interview with relevant teachers • Review of school documentation and records and students' work • Review of resources and facilities • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Further exploration of suitable literacy development strategies is recommended.</p>	<p>Very good progress</p> <p>In each of the lessons visited, it was evident that individual teachers identified, at lesson planning stage, and incorporated, at lesson delivery stage, strategies designed to support students in the areas of reading, writing, listening and speaking. Simultaneously, teachers had sourced, or developed, a variety of corresponding resources. Room displays also indicate that literacy development is being prioritised in the teaching of Home Economics. However, it was evident both from lesson observations and discussions with individual teachers, that there is an absence of an agreed approach to literacy development at subject department level.</p>
<p>The timetabling and deployment concerns noted in the report should remain high on management's agenda.</p>	<p>Very good progress</p> <p>Management has addressed each of the timetabling and deployment concerns identified at the time of the subject inspection, in particular the lack of double periods for some class groups.</p> <p>However, the ongoing requirement on management to timetable four teachers for one kitchen poses a significant challenge in relation to the timetabling of double periods. As a result, on a very small number of occasions, classes have to be timetabled across morning</p>

	break or lunchtime. The school should review this arrangement particularly in light of the second kitchen that the school has advised will be provided in the near future.
Curricular planning should be revisited with reference to the advice provided.	<p>Partial progress</p> <p>Some development was noted in the area of curricular planning, in terms of the advancement of schemes of work. Provision for a more integrated approach to theory and practical food studies, for example, has been better accommodated in one junior cycle scheme of work. However, there is an absence of common outline schemes of work for each year group. As a result, it is very difficult for the teachers to self-evaluate the quality of the existing, more detailed schemes of work.</p>
Summary of findings	
<p>Very good progress has been made in the implementation of recommendations in relation to the exploration of suitable literacy development strategies and addressing concerns in relation to timetabling and the deployment of teachers. However, an agreed approach to literacy development at subject department level would help to consolidate and ensure consistency in the implementation of the very good practice observed among individual teachers. In addition, there is need to review the timetabling arrangement where classes are timetabled across morning break or lunchtime.</p> <p>Partial progress was made in relation to the implementation of advice provided in relation to curricular planning. There is an absence of common outline schemes of work for each year group. As a result, it is very difficult for the teachers to self-evaluate the quality of the existing, more detailed schemes of work.</p>	
Recommendations	
<ul style="list-style-type: none"> • In the interest of developing greater cohesion in the department’s approach to literacy development, the home economics teachers should regularly discuss and review this aspect of teaching and learning, and arising out of this, agree specific approaches for implementation across all home economics lessons, differentiated accordingly for junior cycle and senior cycle. • Linked to the imminent provision of a second kitchen, management should seek in the development of future timetables to avoid the timetabling of double periods across morning break and lunchtime. • The development of outline schemes of work for each year group should be prioritised, whilst ensuring that each scheme is founded on a concise set of learning outcomes, reflects all aspects of syllabus or programme requirements, is developmental in nature, and provides for the effective integration of theory, practical and project work. 	

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.