

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	St Declan's Community College
<b>Seoladh na scoile/ School address</b>	Kilmacthomas Co Waterford
<b>Uimhir rolla / Roll number</b>	72230W

**Date of Evaluation: 22-09-2017**



**WHAT IS A 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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p><b>Type: Subject Inspection of Business Subjects</b></p> <p><b>Date of Inspection: February 2016</b></p> <p><b>Report Published: June 2016</b></p>	<p><b>Date of Inspection: 22-09-2017</b></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>Where scope for development was identified, teachers should enhance student learning through the increased use of higher-order targeted questioning, effective use of information and communications technology (ICT) and co-operative and active learning methodologies.</p>	<p><b>Very good progress</b></p> <p>In each of the three lessons, students' learning experiences were enhanced through teacher use of good questioning strategies, pertinent use of ICT and tasks where students worked co-operatively.</p> <p>In all lessons, questioning strategies were of a good standard and in most lessons, there was a very good distribution of questions around the classroom. The use of exemplary higher-order questioning in a junior cycle lesson prompted students to apply their reasoning and topical knowledge to the concept being taught.</p> <p>In all lessons visited, the presentation of informative and colourful video and visual resources helped to embed students' knowledge of subject material.</p> <p>In all lessons, students engaged in either group or pair work. Co-operative learning was particularly effective in one lesson as the task challenged students and created good dialogue within the group.</p>
<p>In keeping with assessment for learning principles, more written feedback should be provided to students on their work.</p>	<p><b>Partial progress</b></p> <p>In some lessons, general feedback was given orally to students and in one lesson, there was some very good evidence of written formative feedback on students' work. While there was some evidence of assessment for learning strategies being used, overall, there is considerable scope for the development of practice in this area. In particular, business teachers should agree on a common approach to the provision of written formative feedback to students on their work.</p>

<p>The transcription of large quantities of notes in some lessons should be reviewed and replaced by more active student learning strategies.</p>	<p><b>Partial progress</b> In some class groups, the transcribing of large quantities of notes still continues; this practice places a limit on class time for active student learning. In these instances, students should be encouraged to be responsible for their own note-making outside of class time.</p>
<p>Students who do not use a textbook should have access to a broader range of enriching learning resources to support their learning in business education.</p>	<p><b>Good progress</b> All students now have access to either a class set of textbooks or have possession of their own textbook. However, all teachers should continue to develop and expand the range of supplementary textbooks and up-to-date learning resources available to students.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• Very good progress was evident in recommendations relating to the use of teaching strategies and practices that enhanced student learning. There was good use of higher-order questioning, ICT and co-operative learning methodologies in all lessons.</li> <li>• Partial progress has been made in the reduction in note-taking and the provision of written feedback on students' work.</li> <li>• The provision of learning resources such as textbooks is evolving and improving; good progress has been made in relation to this recommendation.</li> </ul>	
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Business teachers should agree on a common approach to the provision of written formative feedback to students on their work.</li> <li>• Where the practice of transcription of large quantities of notes still continues, students could be encouraged to be responsible for their own note-making outside of class time.</li> <li>• Teachers should continue to develop and expand the range of supplementary textbooks and up-to-date learning resources available to students.</li> </ul>	

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.

<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.