

**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: 14-03-2019**



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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 of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

## **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.

<p><b>ORIGINAL INSPECTION DETAILS</b></p> <p><b>Type: Home Economics Subject Inspection</b></p> <p><b>Date of Inspection: 10 February 2015</b></p> <p><b>Report Published: Yes</b></p>	<p><b>FOLLOW-THROUGH INSPECTION DETAILS</b></p> <p><b>Date of Inspection: 14 March 2019</b></p>
<p><b>Follow-through inspection activities</b></p>	
<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 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>	
<p><b>Recommendation in original inspection report</b></p>	<p><b>Progress achieved to date on implementation of recommendation</b></p>
<p>Significant improvement is required in some instances regarding the teaching of practical food-studies. The recommendations provided in this report in relation to enhancing students' learning in such lessons should be implemented.</p>	<p>There was not opportunity to observe a practical food-studies lesson on the day of the follow-through inspection. As a result, progress in relation to this recommendation could not be determined.</p>
<p>Planning and provision for the assessment of student learning, including the key area of homework, was identified as an area for development. Specific recommendations are provided within.</p>	<p><b>Partial progress</b></p> <p>The subject plan details the department's agreed, general approach to the provision and monitoring of homework but it does not meaningfully address the department's approach to the assessment of student's knowledge and skills, both on an ongoing basis and at key times during the year. Some individual teachers' planning documents reviewed include assessment details but this is generic as opposed to topic or unit specific.</p> <p>A review of available students' copybooks demonstrated that good or very good quality formative feedback is provided on some assigned activities. It was noted, however, that despite such quality feedback, students were inclined to make repeated mistakes. The majority of assigned homework activities were neither monitored nor corrected by the relevant teachers, in most of the copybooks reviewed. Where work was corrected, there was only some evidence of a periodic application of marking schemes. There was no obvious use of success criteria both in terms of guiding student completion or teacher correction of homework activities.</p>

<p>It is recommended that the specialist rooms be audited against syllabus requirements, to inform the preparation of an equipment replacement and updating action plan.</p>	<p><b>Good progress</b></p> <p>While no audit or corresponding action plan was available for review, both senior management and teachers confirmed that the school's two food-studies kitchens were appropriately restocked at the end of 2017. Discussions with teachers indicated that there is a very small number of outstanding requirements but at the time of the inspection, these had not been communicated to management.</p>
<p>Programmes of work need to be reviewed for relevance and meaning, following which they would benefit from some further development.</p>	<p><b>No progress</b></p> <p>Programmes of work have been reviewed since the last inspection. However, they have not been developed in line with the advice provided in the 2015 report and, at times, it was observed that they were either too ambitious or not ambitious enough. Equally, they do not demonstrate planning for integration of both theory and practical work. It was also noted, from a review of available students' copybooks, that existing programmes of work do not wholly inform teachers' approach to curriculum delivery.</p> <p>In addition, they have not been reviewed over the last two years. This is of great concern, particularly in light of the recent introduction of a new Junior Cycle Home Economics specification for which teachers have not yet embarked on planning units of learning collaboratively.</p>
<p><b>Summary of findings</b></p>	
<p>Good progress has been made in relation to the recommendation on equipment replacement and updating provided in the original report. Further progress, considerable at times, is necessary in relation to the two recommendations relating to assessment and homework, and programmes of work.</p>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• The department needs to agree and document their approach to the assessment of students' progress and achievement in all aspects of Home Economics in each year group, both on an ongoing basis and at key times in the year.</li> <li>• Further consideration should be given to approaches to homework including: the value in assigning homework that is not monitored or corrected; increasing students' response to formative feedback; and the identification and application of relevant success criteria in order to enhance student engagement and provide an openly communicated assessment rubric.</li> <li>• The development of a subject-specific maintenance, updating and replacement plan should be considered annually, as this will support management in resourcing Home Economics on an ongoing basis. Short, medium and long-term requirements should be identified.</li> <li>• Programmes of work need to be reviewed as a matter of priority, particularly, in light of the new junior cycle specification for Home Economics. Thereafter, they should be reviewed on an annual basis informed by both individual and collaborative reflection and evaluation.</li> </ul>	

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
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<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.
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<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.
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<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.
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<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.
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# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Part A Observations on the content of the inspection report**

The Board of Management of St Declan's Community College welcomes the publication of this report. The report provides useful guidance for continued development. The Board acknowledges and welcomes the Inspectorates affirmation of the following:

- The school's compliance regarding the child protection checks undertaken during the inspection.
- The good progress made in the replacement and updating of Home Economics specific equipment.

## **Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

The Board of Management acknowledges the recommendations made by the inspector and are committed to their implementation.

A full subject department meeting has been convened to consider and address the specific recommendations. The leadership team together with the subject teachers are committed to addressing the recommendations arising from this inspection.

The Board will ensure that an action plan will be developed to maintain, update and replace subject specific resources.

The Board will continue to work with the subject teachers to ensure the following:

- that programmes of work for the academic year 2019-20 and beyond will be developed collaboratively to include greater focus on the assessment of student progress and achievement
- more clarity on the assignment and correction of homework
- greater detail on the use of success criteria both in terms of guiding student completion and teacher correction of work activities
- annual review of programmes of work by both individual and collaborative reflection and evaluation