

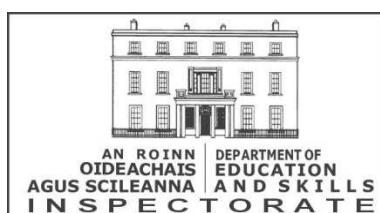
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**St Patrick's Cathedral Grammar School,
St Patrick's Close, Dublin 8
Roll No: 60660I**

Date of inspection: 8 September 2015



Date of publication/issue of original report	April 2014	Type of original report	Subject Inspection of Science	Date of FT inspection	8 September 2015
Follow-through inspection activities					
<p><i>The following activities took place in the course of the follow-through inspection</i></p> <p>Meeting with principal and senior management team Meeting with subject coordinator and relevant teachers Observation of teaching and learning Interaction with students Review of school documentation and records and students' work Review of resources and facilities</p>					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
Some lessons require re-balancing in favour of more student involvement and activity.		<p>Partial progress</p> <p>While there has been some limited progress achieved with this recommendation, there needs to be a much greater emphasis on placing the student at the core of learning and enabling students to be the leaders of their own learning. Practices such as excessive note-taking by students should be avoided and the time utilised for student activity. In addition, students should be encouraged to research topics in advance of lessons so that lively discussion on the lesson objectives can be convened.</p>			
Assessment for learning (AfL) strategies should be developed to include the increased use of formative written feedback to students.		<p>Good progress</p> <p>The quality of planning and collaboration at whole school level and at subject department level regarding AfL has significantly improved. There has also been an improvement in the quality of formative written feedback provided to students on their work. Students are given practical advice regarding how to improve. Further improvements in the implementation of this process will be necessary.</p>			
Science and physics plans should be developed to include short, medium and long-term targets for the development of these subjects and the structure of the TY science plan should take further cognisance of Department guidelines.		<p>Good progress</p> <p>Short, medium and long-term targets have been identified for the development of Science and Physics and also for Transition Year (TY) science modules. These targets encourage further collaboration and consistency among teachers, address teacher continuing professional development and inform school management on timetabling and resource priorities. The content of the TY plan focuses on appropriate activities, however, the TY plan structure requires further development. There should be a clear focus on key skills and assessment strategies as outlined in the Transition Unit template.</p>			
Summary of findings					
While AfL and department planning practices have improved, lessons still require significant rebalancing from teacher-led instruction to student-led activity. Junior science students are timetabled for two double periods each week, however, they only gain access to the laboratory for one of these double periods. Planned infrastructural developments may address some specialist facility deficits.					
Recommendations					
Planning for improved levels of student activity in lessons and the successful implementation of this strategy will be required. Further improvements in planning and AfL will be necessary. School management should address laboratory access issues and also address improved capacity building in the science department by rotating TY teachers.					

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.