

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

**Follow-Through Inspection**  
**REPORT**

**Saint Joseph's Secondary School**  
**Foxford, County Mayo**  
**Roll Number: 64640W**

**Date of inspection: 19 January 2016**



<b>Date of original inspection</b>	20 September 2013	<b>Type of original report</b>	Subject Inspection: Science and Physics	<b>Date of FT inspection</b>	19 January 2016
<b>Report published</b>	Yes				
<b>Follow-through inspection activities</b>					
<p><i>The following activities took place in the course of the follow-through inspection:</i></p> <p>Meeting with principal and/or senior management team  Meeting with members of the in-school management team or subject coordinator  Meeting with 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>					
<b>Recommendation in original inspection report</b>		<b>Progress achieved to date on implementation of recommendation</b>			
Teachers should ensure that learning intentions are shared during the lesson to enable students to focus and reflect on their own learning.		<p><b>Good progress</b></p> <p>The learning intentions were shared with students where applicable. The science department should incorporate assessment for learning strategies where students can use these intentions to reflect on their own learning.</p>			
The subject department should strive to incorporate an investigative approach to teaching and learning into as many lessons as possible.		<p><b>Good progress</b></p> <p>All the lessons observed during the evaluation had aspects of investigative methodologies. The science teachers are well placed to continue this work by further developing the use of discovery learning and investigative methodologies.</p>			
Greater use should be made of formative feedback as a means of encouraging students to reflect on and to improve the quality of their work.		<p><b>Good progress</b></p> <p>The students receive written formative feedback in their laboratory copybooks. The science teachers should ensure that students avoid transcribing their practical work from templates. The formative feedback could also be extended to check on students' literacy and numeracy skills.</p>			
It is recommended that a module in Chemistry be included in the Transition Year (TY) programme.		<p><b>Very good progress</b></p> <p>The science department has fully implemented this recommendation by including sport science and forensic science modules into the TY programme.</p>			
The science department should reorganise the large amount of planning documentation it has gathered into more simplified and efficient schemes of work.		<p><b>Good progress</b></p> <p>The planning documentation has been simplified. The schemes of work have become more efficient; however, they should also link the learning intentions with specific methodologies and assessment modes.</p>			
<b>Summary of findings</b>					
<ul style="list-style-type: none"> <li>• Learning intentions were evident in lessons where applicable.</li> <li>• Evidence of investigative methodologies was observed in all of the lessons visited.</li> <li>• Students' laboratory copybooks were used by teachers to provide formative feedback on how they could improve on the quality of their work.</li> <li>• The TY programme now has subject material that includes Chemistry.</li> <li>• The planning documentation has been simplified.</li> </ul>					

## Recommendations

- Students should be encouraged to use the learning intentions to reflect on their own learning as part of the schools' assessment for learning practices.
- Students should avoid transcribing their practical work from templates and formative feedback could be used to complement the school's literacy and numeracy initiatives.
- The schemes of work should now link specific teaching methodologies and assessment modes to the learning intentions.

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.