Follow-Through Inspection REPORT

Coola Post Primary School
Riverstown, County Sligo
Roll number: 72310U

Date of inspection: 12 March 2015
### Follow-through inspection activities

*The following activities took place in the course of the follow-through inspection*

- Meeting with principal
- Meeting with subject coordinator
- Meeting with relevant teachers
- Observation of teaching and learning
- Interaction with students
- Review of school documentation and students’ work

<table>
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<tr>
<th>Recommendation in original inspection report</th>
<th>Progress achieved to date on implementation of recommendation</th>
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| Comprehensive procedures for the assessment of students’ work should be consistently applied by individual teachers to support student learning in Geography | **Good progress**
Some good formative and affirming feedback was observed in students’ copybooks, however, in some cases more written comments to guide improvement should be provided. Effective assessment strategies were noted where the teacher gave individual attention and oral feedback to students on their work as they completed an assigned examination question. To build on this good practice it is recommended that exemplars are used to identify the features of good quality work and to show how areas for development can be improved. In this context criteria-based self-assessment and peer-assessment practices should be used on a regular basis to support and advance student learning. |

| The current system of banding in third year should be reviewed. | **Very good progress**
At junior cycle level school management has introduced mixed-ability class groupings across all subject areas with the exception of setting in Mathematics and Irish from second year. It was reported that this system is working well and its positive effect is evident in the increased uptake of higher level Geography in third year. |

| The Transition Year (TY) programme for Geography should be reviewed and a comprehensive plan developed for its provision. | **Good progress**
It is commendable that a more consolidated approach to the provision of Geography in TY has been put in place with the introduction of a standalone module in the subject for a period of two terms. The TY geography plan provides greater detail on the content covered in relation to some topics. To build on this work, it is recommended that the expected learning outcomes in terms of students’ knowledge and skills is documented for project work components and for each area of study. Topics should also be linked to methodologies, resources and assessment strategies. |

| Junior-cycle schemes of work should be further developed and the first-year teaching programme should be reviewed. | **No progress**
The junior-cycle schemes of work continue to be content based and need to be developed into comprehensive documents to guide teaching and learning. These plans should identify the key learning outcomes in relation to each area of study and link topics to appropriate resources, methodologies and assessment strategies. Following discussions during the inspection the geography teaching team have a clearer understanding of the benefits of such an integrated approach to the development of curricular plans. This work should be undertaken collaboratively on a phased basis. |

| | **Good progress** |
The first-year teaching programme has been reviewed and now includes Ordnance Survey (OS) map and aerial photograph skills. However the programme still focuses on physical Geography for most of the year. It is recommended that topics of varying levels of difficulty are introduced to the programme to cater more effectively for the range of students’ interests and abilities.

**Summary of findings**

Some effective assessment for learning (AfL) strategies were noted in students’ copybooks and in the lessons observed, however, there is scope for further development in this area.

In junior cycle a mixed-ability system of class organisation has been put in place for all subjects with the exception of Mathematics and Irish.

Provision for Geography has been strengthened in TY and the subject plan has undergone some development.

Junior-cycle schemes of work are still content driven and in need of further development.

Some positive changes have been made to the first-year teaching programme.

**Recommendations**

Assessment for learning practices should be further developed including the implementation of strategies to support self-assessment and peer-assessment among students.

The planned programmes of work in junior cycle and TY should link each area of study to learning outcomes, methodologies, resources and assessment strategies.

The planned programme of work in first year should be more varied.

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.