

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

**Subject Inspection in Guidance**

**REPORT**

<b>Ainm na scoile / School name</b>	St Kilian's Deutsche Schule
<b>Seoladh na scoile / School address</b>	Roebuck Road Clonskeagh Dublin 14
<b>Uimhir rolla / Roll number</b>	60630W

**Date of Inspection: 12-09-2017**



**WHAT IS A SUBJECT INSPECTION?**

Subject Inspections report on the quality of work in individual curriculum areas within a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

**HOW TO READ THIS REPORT**

During this inspection, the inspector evaluated learning and teaching in Guidance under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

## SUBJECT INSPECTION

### INSPECTION ACTIVITIES

<b>Dates of inspection</b>	11-09-2017 and 12-09-2017
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and key staff</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during two class periods</li><li>• Examination of students' work</li><li>• Feedback to principal and guidance counsellor</li></ul>

### School context

St Kilian's Deutsche Schule is a fee-charging, German-Irish, multi-denominational and co-educational school. It caters for students from over forty nationalities. It has a current enrolment of 398 students. The school offers junior cycle, a compulsory Transition Year (TY) programme, the established Leaving Certificate and a bi-lingual Leaving Certificate.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- The quality of teaching and learning was good; students were observed enjoying their learning and working collaboratively.
- Students submit self-reflection assignments but formal assessment of Guidance is not a current feature of the programme.
- Overall Guidance provision is very good with a full-time guidance counsellor employed; Guidance is timetabled weekly for two Transition Year groups, with a less structured approach for other year groups who receive guidance inputs during class tutor time or by agreement with subject teachers.
- There is a good balance between junior and senior cycle guidance activities, which include all aspects of personal, social, educational and career guidance.
- A very good academic monitoring and tracking system is in place which involves the whole staff.
- Guidance is effectively planned by the senior management team and the guidance counsellor, but there is no whole-school guidance planning team in place.

#### Recommendations

- The guidance counsellor should incorporate into the guidance plan opportunities for students to submit guidance assignments for assessment.
- The senior management team should develop a more formal timetable for guidance at senior cycle and plan for a more detailed schedule of guidance inputs at junior cycle.
- The senior management team should form a whole-school guidance planning team to identify the guidance needs of the school and to co-ordinate whole-school guidance, including development of the online guidance site.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING, AND ASSESSMENT

- Teaching in all lessons observed was of a good standard with a good variety of teaching methodologies selected to support the learning intentions. There was an appropriate balance between teacher voice and student activities.
- Learning intentions were shared by the teacher at the outset of all lessons. However, when questioned, the students were not clear as to the purpose of one interview activity and how it related to the learning intentions. It is recommended that the teacher checks that students understand activities in advance and identifies how they are connected to the learning intentions.
- Good lesson planning and preparation were evident from the use of pre-prepared slide shows, student work-sheets, student workbooks and a varied selection of activities, which were appropriate to the age group and the time of the year. These included topics such as the transition to secondary school and subject choices. The questions on the work-sheets were thought-provoking and appropriately challenging for students.
- Limited in-class assessment of learning or consolidation took place during lessons. It is recommended that activities are timed and managed to facilitate revisiting the learning intentions and consolidating the learning.
- Students worked very collaboratively in all lessons and were given opportunities to engage in group activities which included interviewing, recording, reporting and sharing of personal reflections. All students participated well and were engaged in the activities. The level of positive energy in the classrooms was high and students reported that they enjoyed the activities.
- Group work was more effective with the senior cycle group of students, as they understood their roles within the group. The junior cycle group work would have been more effectively managed if roles had been assigned to the students and only one sheet was placed for the team to work on, rather than each student working on an individual page.
- The teacher circulated the room offering good individual support to students during the group activities. The atmosphere in all lessons was very positive and affirming; students were relaxed asking questions and responding to the teacher.
- Guidance is not formally assessed and it is recommended that this practice is reviewed by the guidance counsellor to include opportunities for students to submit guidance-related assignments for formative developmental feedback.

### 2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Provision for Guidance is very good with a full-time guidance counsellor employed by the school. There is strong support for Guidance from the senior management team and the board of management.
- There is a good balance between junior and senior cycle guidance incorporating all three aspects of personal, educational and career guidance. Good links are evident with Social Personal and Health Education. In addition, some whole-school wellbeing activities are taking place during the school year.

- Guidance is formally timetabled weekly for both groups of TY students. Other groups receive Guidance in a less structured way during the designated class tutor time or at agreed times with subject teachers. It is recommended that this less formal approach be reviewed, with a view to developing a more formal timetable of Guidance modules, especially at senior cycle. At junior cycle a more detailed schedule of inputs, including time-frames, should be developed by the whole-school guidance planning team and included in the guidance plan.
- A high priority is placed on student welfare and a number of effective care teams are in place, including the student support team and the year head team. There is some overlap in the roles and responsibilities of these teams and it is suggested that the senior management team ensures the teams are clear in their individual purpose and focus, by identifying the separate responsibilities of each team, which will lead to a greater clarity of purpose.
- A very good primary to secondary school transition and induction programme has been developed in close collaboration with the primary feeder schools. This is linked to a very well-planned student leadership development programme for fifth years who act as mentors to the incoming first-year students.
- A very effective academic monitoring and tracking system is in place which includes regular whole-staff involvement. All available standardised and other assessment data is utilised to support students and keep performance on-track. This is enhanced by close co-operation between the guidance and special education needs departments which has led to a very positive impact on student attainment.
- It is commendable that both subject teachers and students take an active role in subject choice information seminars for parents and students.

### **3. PLANNING AND PREPARATION**

- The guidance plan is developed by the senior management team and the guidance counsellor. There is evidence of a wide range of activities across the school but there is no whole-school guidance planning team in place. It is recommended that a team be formed to identify the guidance needs of the school and to plan and co-ordinate whole-school guidance. The plan should include the roles and responsibilities of all involved.
- The Individual guidance curriculum plan developed by the guidance counsellor is good, but would benefit from the addition of clearer learning outcomes, key skills, and assessment strategies.
- Record keeping practices are of a very high standard and maintained in a very secure manner.
- A good range of career and educational guidance activities are planned, including the annual 'Choices' career fair, STEM promoting initiatives and a variety of open days. Good work experience links are in place with local enterprises and German companies. The range of talks and open days could be expanded to include a wider range of career options such as the new apprenticeship schemes.
- The current guidance online site is under-utilised and could be developed to improve communication of guidance-related information to students and parents.
- Guidance-related policies and procedures are well developed and up to date.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and guidance counsellor at the conclusion of the evaluation. 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.

## THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the of quality the school's provision of each area.

Level	Description	Example of descriptive terms
<b>Very Good</b>	<b>Very good</b> applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is <b>outstanding</b> and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
<b>Good</b>	<b>Good</b> applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<b>Satisfactory</b> applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
<b>Fair</b>	<b>Fair</b> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
<b>Weak</b>	<b>Weak</b> applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;