

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Guidance

REPORT

Ainm na scoile / School name	Temple Carrig Secondary School
Seoladh na scoile / School address	Temple Carrig Greystones
Uimhir rolla / Roll number	68081J

Date of Inspection: 01-02-2019



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

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.

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.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Dates of inspection	31-01-2019 and 01-02-2019
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and key staff• Interaction with students• Meeting with members of the student support team	<ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Examination of students' work• Feedback to principal and guidance counsellor

School context

Temple Carrig Secondary School is a co-educational voluntary secondary school under the patronage of the Church of Ireland Archbishop of Dublin. The school is in its fifth year of operation and has no students in sixth year as yet. It has a current enrolment of 672 students. The school provides Junior Cycle, compulsory Transition Year (TY) programme, Leaving Certificate Vocational Programme, and the established Leaving Certificate.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- Teaching and learning was of a high quality, students were engaged in active learning supported by very good formative assessment practices.
- Overall guidance provision is very good; the curricular guidance programme is comprehensive and students have very good access to a highly effective full-time guidance counsellor.
- Timetabling of guidance lessons and rotating modules is generally effective but scheduling the majority of career and college talks during Physical Education lessons is not appropriate.
- Student welfare is given a high priority, there is a highly effective team-based approach to managing students' personal, social, career and educational needs.
- Mental wellbeing is very successfully promoted by the entire school community through whole-school activities such as Wellness week, complemented by provision of short courses in resilience and self-care.
- Individual guidance programme and lesson planning by the guidance counsellor is highly effective; however, collective whole-school guidance planning practices are less effective.

Recommendations

- The guidance department should discontinue the current practice of scheduling the majority of career and college talks during Physical Education lessons and provide these valuable talks at more appropriate times.
- Senior management should form a whole-school guidance planning team to evaluate current whole-school guidance provision, identify areas for development through a consultation process, and report progress annually.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- Teaching and learning was of a high quality, students were engaged in active learning supported by very good formative assessment practices.
- Learning was supported by the teacher outlining clear learning intentions at the outset of lessons. During lessons, students effectively reflected on their learning.
- In all lessons, students were engaged by the lesson topics which covered areas such as career dreams and ambitions and entry requirements for further and higher education. Students volunteered ideas and opinions with ease and their contributions were very insightful. They demonstrated very good self-awareness and understanding of education pathways.
- The atmosphere between the teacher and students and among students, was supportive and created a positive learning environment.
- Commendably, assessment of guidance assignments and projects is an integral part of the guidance programme. Notably, second-year students complete two useful career projects as part of their career skills module. It is very good career management for students to begin career exploration activities in junior cycle.
- Very good formative assessment practices were evident. Students received clear, developmental feedback on guidance-related written assignments.
- A very good range of psychometric assessments and career interest tests is used to support career planning at both junior and senior cycle. Parents are included in this process and kept informed about the results and how to interpret the scores. This is very good practice.
- All students demonstrated proficiency in using digital technology. It is positive to note that all first year students receive training in digital literacy as part of the induction programme.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Overall guidance provision is very good. The curricular guidance programme is comprehensive and students have very good access to a highly effective full-time guidance counsellor.
- It is commendable that valuable guidance modules are delivered to students in each year group. There is a whole-school approach to guidance curricular programme delivery. A number of staff are involved in the delivery of the modules on work experience, curriculum vitae, interview skills, study skills, and career planning.
- The guidance co-curricular programme provides students with a useful variety of career and college talks. However, the fifth year students attend optional career talks during Physical Education lesson time. The guidance department should discontinue the current practice of scheduling the majority of career and college talks during Physical Education lessons and provide these valuable talks at more appropriate times.
- As all students are using electronic tablets, they have very good access to digital learning tools and online applications. Students are effectively using an online guidance programme which allows them to store career interest test results and career research.
- Student welfare is given a high priority, there is a highly effective team-based approach to managing students' personal, social, career and educational needs. Tutors work closely with

year heads who in turn link very effectively with the junior and senior cycle student support teams. The student support teams meet regularly and identify suitable interventions such as help from the support-for-learning team, appointments with one of the five part-time chaplains, or with the guidance counsellor. It is commendable that all year heads and chaplains have received Applied Suicide Intervention Skills Training.

- The guidance counsellor is committed to upskilling and has been well supported by senior management to attend recent training in psychometrics and student files record-keeping practices.
- There is a highly effective and cooperative relationship between the support-for-learning team and the guidance counsellor who work closely to support students applying for disability access schemes to college.
- The whole school community places a high priority in promoting Wellbeing; students play a strong leadership role in organising Wellness week. Various student groups meet regularly in the school to support inclusion and mental health including the Open Minds group. All second-year students participate in a resilience building programme delivered by trained staff from Pieta House while TY students attend the Aware workshop entitled Beat the Blues.
- Students are provided with a good variety of opportunities to develop at a personal and social level. Students can participate in school committees and volunteer as student leaders.
- It is praiseworthy that there is whole-school support for Science, Technology, Engineering, and Maths (STEM) promotion through Science and Maths weeks. Commendably, the school provides talks addressing gender stereotypes within careers in Engineering and Computer Science and further promotes career progression for girls on International Women's day and by taking female students to the IWish STEM conference. This is excellent practice.
- It is positive that subject teachers give detailed presentations to their students on subject choices for Leaving Certificate. The school offers a very broad range of options including Junior Cycle short courses in Philosophy, Drama, Creative Writing, and Sports Science. Senior cycle students are offered an interesting range of practical, Science, Business and Arts subjects including a new course Politics and Society. The principal indicated plans to introduce Physical Education as a Leaving Certificate examination subject in 2020.

3. PLANNING AND PREPARATION

- Individual guidance programme and lesson planning by the guidance counsellor is of a high standard. However, collective guidance planning is not as effective. The guidance plan is prepared by the guidance counsellor and the principal. The plan lacks some detail and does not include all the whole-school guidance activities. While the guidance counsellor effectively liaises with individual teachers and programme coordinators, collective planning would be improved by the formation of a whole-school guidance planning team. Senior management should form a whole-school guidance planning team to evaluate current whole-school guidance provision, identify areas for development through a consultation process, and report progress annually.
- The guidance counsellor has prepared a high quality curricular guidance plan for each year group, identifying clear learning outcomes, methodologies, and assessment strategies. This is to be commended.
- The guidance counsellor efficiently uploads details about upcoming events on the school's guidance website and online sharing platform. Students sign-up for various career and college talks through an online booking system which works efficiently.

- The guidance department plans a series of helpful talks for parents covering topics such as study skills and learning styles, TY, and Leaving Certificate subject choices. Parents are further supported by a number of publications prepared by the guidance department including a comprehensive subject choices booklet.
- Guidance-related policies are well developed, the critical incident management plan and anti-bullying policy are up to date.
- The guidance counsellor is developing a very good tracking and monitoring system linking the students' psychometric assessment scores with school examination performance.
- Record keeping is of a high standard, student files are managed in line with best practice.

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 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
Very Good	Very good 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 outstanding 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
Good	Good 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
Satisfactory	Satisfactory 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
Fair	Fair 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
Weak	Weak 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;

Appendix

TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

Naturally, the school is delighted with this report.

The school is delighted that the report states the overall guidance provision is very good and there is a highly effective team-based approach to managing students' personal, social, career and educational needs.

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 recommendation for a Whole School Guidance planning team has been taken on board and since the inspection. The team has already been established.
- Students and parents have been surveyed for their opinions on the recommendation to timetable visiting speakers at times other than P.E. lessons. There has been a mixed reaction to this idea, but we do intend to endeavour to reschedule some speakers to other times. Even if this involves a clash with academic subjects.