

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in English

REPORT

Ainm na scoile / School name	Kishoge Community College
Seoladh na scoile / School address	Clonburris Lucan
Uimhir rolla / Roll number	76152C

Date of Inspection: 24-04-2018



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 English 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.

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

Date of inspection	24-04-2018
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and key staff• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during four class periods• Examination of students' work• Feedback to principal and relevant staff

School context

Kishoge Community College is a co-educational post-primary school that opened in September 2014. The school operates under the patronage of Dublin and Dun Laoghaire Education and Training Board and in partnership with Educate Together. Currently the school has four year groups including Transition Year (TY) and an enrolment of 498 students.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The quality of teaching and learning was generally very good in the lessons observed. There were instances of excellent practice in some of those lessons.
- Teachers used a variety of teaching methodologies which encouraged student engagement in the subject.
- While there was some evidence of differentiated teaching methodologies in a few lessons, this was not consistent across the department.
- Students were given opportunities to be active in their learning in group and pair work but feedback from groups and the consequent sharing of learning requires further development.
- Very good examples of formative feedback with regard to students' written work were a feature of lessons.
- There was documented evidence of good whole-school interventions to improve literacy but this was not evidenced in lessons.

Recommendations

- Lesson activities and homework tasks should be carefully differentiated to ensure the learning needs of all students are met.
- Further consideration to addressing the balance between teacher input and student participation, by developing strategies to promote and extend student talk, should be pursued and incorporated into the department's practice.
- Whole-school interventions to support and improve literacy should be adapted and consistently implemented across the department.
- The further development of team teaching should be prioritised.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The quality of teaching in the lessons observed was generally very good and there were instances of excellent practice in some of those lessons.
- The quality of learning was good overall and was best where learning tasks were differentiated and feedback from group work was well managed.
- In all the classrooms visited, teachers had endeavoured to promote and celebrate the subject by creating a vibrant, print-rich environment. Desks were arranged in ways that were conducive to student collaboration.
- Interactions among students and between students and teachers were respectful and students were regularly affirmed, supporting a positive learning environment.
- Teachers' enthusiasm and enjoyment of the subject, their use of varied methodologies and linking lesson topics to students' interests facilitated student engagement and enjoyment of their own learning.
- Learning intentions were shared in all lessons visited and were reviewed at the end so that learning could be consolidated. However, teachers should ensure that learning intentions are student focused and differentiated so that the learning needs of all students can be met.
- While some differentiated in-class tasks and activities were observed in a few lessons, this was an area for improvement in the majority of lessons. Lesson tasks and activities should be structured to allow students to achieve at a variety of levels, and support and scaffolding should be given where needed to facilitate learning. All students should be enabled to attain the required outcomes through carefully planned differentiation.
- Students had opportunities to collaborate and share their learning in co-operative group-work and "think pair share" settings but, overall, consideration should be given to addressing the imbalance between teacher and student talk. In this context, it is recommended that carefully structured co-operative learning activities should be further developed. This would support student responsibility and confidence, while also developing students' oral skills.
- Team teaching is a new development in the school and is currently practised in third year. In the context of mixed-ability settings and the organisation of students with additional needs, the extension and development of in-class support is strongly encouraged.
- In general, students need more practice with extended writing pieces. To support students of all abilities in the writing process, scaffolds such as graphic organisers, mind maps, differentiated instructions and vocabulary banks should be provided.
- In all lessons observed, there were very good assessment for learning methodologies in evidence, such as providing students with clear criteria for success, higher-order questioning and regular and very good formative feedback in students' copybooks.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The subject is very well supported by senior management, evidenced by teacher-based classrooms and the availability of Information and Communications Technology (ICT).
- The culture of learning and improvement in the school is enhanced by the impressive continuous professional development for teachers facilitated by the school and by individual teachers themselves.

3. PLANNING AND PREPARATION

- The English teachers are a collaborative team. This can be seen in their regular meetings, the revolving role of the co-ordinator, common assessment practices, sharing of online resources and detailed long-term planning.
- Schemes of work are diligently prepared and include worthy ethical reflection topics for students, enabling them to engage in a deeper way with texts. Some minor adjustments and modifications are needed such as including available weeks and a column on teaching methodologies.
- A whole-school literacy plan has been undertaken using the school self-evaluation process (SSE) but consistent application of in-class literacy interventions is an area for development. This should be discussed and documented at subject team level.
- Subject-team meetings and subject learning and review (SLAR) meetings are documented. However, team meetings should include discussions on teaching and learning, and SLAR records should document how decisions regarding descriptors are reached.
- Student attainment in the certificate examinations is analysed and discussed by the team in order to inform future planning for improvement. Clear, measurable targets in teaching and learning should now be set.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal, Special Education Needs co-ordinator and subject teachers at the conclusion of the evaluation.

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.

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 quality of the school's provision in 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

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board is very happy with the report. We believe that it affirms the excellent quality of teaching and learning delivered by the English Department.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

1. Differentiation will be addressed at departmental level. A section will be added to the online planning folders specifically setting out differentiation resources.
2. Balance between teacher input and student participation: teachers will visit one another's classes to observe the balance and to work on ways to encourage more student participation.
3. Literacy: There will be an agreed department approach to vocabulary development. An agreed department approach to checking and improving literacy in copies will be developed.
4. Team teaching: We will ask PDST to provide whole-school CPD in 2018-2019.
5. Meetings: Teaching and learning will be an item on each meeting's agenda.