

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	St Aidan's Community College
<b>Seoladh na scoile/ School address</b>	Ballincolly Dublin Hill Cork
<b>Uimhir rolla / Roll number</b>	71101G

**Date of Evaluation: 11-03-2019**



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agus Scileanna  
Department of  
Education and Skills

## **FOLLOW-THROUGH INSPECTION**

Follow-through inspections evaluate the progress a school has made on implementing main recommendations made in an earlier inspection rather than the overall educational provision that the school makes. Inspectors also advise the school on strategies and actions to enable them to fully address recommendations.

### **HOW TO READ THIS REPORT**

During this inspection, the inspector evaluated the progress the school has made in implementing recommendations made in an earlier inspection under the following headings:

1. Progress achieved to date
2. Findings
3. Recommendations

Inspectors describe the quality of the progress made in each of these areas using the Inspectorate's follow-through quality continuum which is shown on the final page of this report. The follow-through quality continuum explains the terms used by inspectors when evaluating the school's progress in implementing recommendations.

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.

## **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.

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
<p>Type: WSE-MLL</p> <p>Date of Inspection: 08-11-2017</p> <p>Report Published? Yes</p>	<p>Date of Inspection: 11-03-2019</p>
<b>Follow-through inspection activities</b>	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> <li>• Meeting with principal</li> <li>• Interview with relevant members of staff</li> <li>• Review of school documentation, records and students' work</li> <li>• Observation of teaching and learning in two lessons</li> <li>• Interaction with students</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>In accordance with Circular 0014/17, teaching resources allocated for special educational needs (SEN) should be used in their entirety to provide additional and focused support for students identified with SEN and a reorganisation of provision is required.</p>	<p><b>Very good progress</b></p> <p>Overall, very good progress has been made in relation to the organisation of SEN provision and in the appropriate use of the teaching hours allocated by the Department of Educational and Skills to provide additional and focused support for students identified with SEN. The SEN department is very well co-ordinated and the core team meets regularly. A significant amount of the Departmental allocation is used to provide in-class support. This is very good.</p> <p>Commendably, whole-staff continuing professional development in the area of teaching in an inclusive classroom has been provided using internal expertise. Programmes which focus on developing students' social and emotional learning, and their organisational, and communication skills, have been introduced to support the whole-school cohort and targeted students, as appropriate. This is very positive.</p> <p>A large number of teachers provide additional support to students with SEN. Management should work towards reducing this teaching team, particularly in junior cycle, where the core SEN team should provide the majority of the support.</p>
<p>In line with the school's focus on assessment for learning, further development and use of formative assessment strategies and success</p>	<p><b>Good progress</b></p> <p>Effective sharing of learning intentions in the lessons observed provided clarity for the students about the proposed learning.</p>

<p>criteria is required.</p>	<p>Valuable oral, formative feedback was provided to students during the lessons observed. It was noted that, in the samples of copybooks inspected, very good written formative feedback was provided in one subject area. Such practice should be extended across all subjects.</p>
<p>Students' access to subjects, particularly at junior cycle, should be reviewed to ensure that there is greater equity for students.</p>	<p><b>Good progress</b> Commendably, the school has begun phasing out the practice of streaming students according to their ability. All first-year class groups are of mixed ability and first-year students also have equity of access to the optional subjects. In third year, the school has combined two of the classes in subjects where it was possible to do so, in an effort to provide greater equity for students. The school should continue to extend the organisation of the curriculum using this approach.</p>
<p>The sanction procedures and interventions outlined in the code of behaviour should be reviewed in light of their impact on student behaviour.</p>	<p><b>Good progress</b> The code of behaviour has been reviewed and programmes promoting positive behaviour have been introduced. In any future review of the code of behaviour, increased emphasis should be placed on promoting positive behaviour.</p>
<p><b>Summary of findings</b></p>	
<p>Very good progress has been made in the organisation of SEN and in the use of resources allocated, although the size of the teaching team should be reduced, particularly in junior cycle. Good progress has been made in relation to the other recommendations. In lessons observed, intended learning was clarified for students and progress reviewed. The very good practice observed in the provision of verbal oral feedback to enhance students' learning should be applied to students' written work across all subjects, as appropriate. The phasing-in of mixed ability classes, particularly in the context of common level specifications in Junior Cycle, and the provision of equity of access to optional subjects for all students in Junior Cycle is noted and should continue. Strategies have been put in place to support positive behaviour among students which should be built upon going forward.</p>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• The use of written formative feedback to support students' learning should be extended across all subjects.</li> <li>• Students' access to subjects and the formation of mixed ability classes, particularly at junior cycle, should continue to be extended.</li> <li>• In any future review of the code of behaviour, increased emphasis should be placed on promoting positive behaviour.</li> </ul>	

<b>THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS</b>
<i>Very good progress</i> indicates that appropriate action has been taken to address the recommendation, and that the action has fully achieved or will achieve the required outcome.
<i>Good progress</i> indicates that appropriate action has been taken to address the recommendation, and that substantial improvement has occurred, although further progress is necessary.
<i>Partial progress</i> indicates that some appropriate action has been taken to address the recommendation, and some improvement has occurred, but considerable further progress is necessary.
<i>No progress</i> indicates that no action has been taken, and that the original recommendation remains to be addressed.