

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	Corran College
Seoladh na scoile/ School address	Ballymote County Sligo
Uimhir rolla / Roll number	72300R

Date of Evaluation: 07-03-2019



An Roinn Oideachais
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.

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW-THROUGH INSPECTION DETAILS
Type: Leaving Certificate Applied (LCA) Programme Evaluation Date of Inspection: 11 October 2017 Report Published? Yes	Date of Inspection: 7 March 2019
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with senior management team • Interview with members of in-school management team or programme co-ordinator • Interview with relevant teachers • Review of school documentation and records of students' work • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
Learning intentions should be used to check if students have achieved in their learning and students should be encouraged to use the intentions to reflect on their learning.	Good progress Learning intentions were shared with students in all lessons observed. These intentions were used very effectively in some lessons to ascertain student engagement in learning. There is still scope for improvement in this regard. While there was some evidence that students used the learning intentions as part of their own revision, this should be further encouraged throughout the LCA programme.
While the promotion of literacy and numeracy was evident in lessons, the co-ordination team should devise strategies and set targets to ensure that a consistent approach to assessing students' progression in literacy and numeracy occurs in all modules of the programme.	Partial progress The LCA students partake in a number of different literacy initiatives, once per term, though these strategies are generally external to the classroom. Common classroom strategies and targets for improvement in literacy and numeracy have yet to be devised. Baseline data gathered to date should be used to assess students' progression.
The schemes of work of the various subject modules should be consistent and ensure that specific methodologies are linked to learning outcomes, and separate schemes for LCA 1 and LCA 2 should be devised as the two year groups are taught together.	Partial progress Greater consistency was noted across the schemes of work. However, specific teaching methodologies should be linked to the learning outcomes within the schemes. Provision should be made for differentiation in areas where one year group has already completed a module which the other year group is beginning.
A formal approach to the internal evaluation of LCA, which seeks the views of students, parents and staff involved in LCA, should be established.	Very good progress This recommendation was implemented by the LCA co-ordinator and it was reported that evaluation forms will be reviewed on a regular basis to promote higher completion rates.

Summary of findings

Very good progress was made in respect of one recommendation, good progress was made in another, with partial progress in a further two.

- Some of the lessons observed used learning intentions very effectively to check on student learning.
- LCA students are involved in a number of different initiatives to help support literacy through guest speakers and educational visits.
- While there was more consistency noted across the schemes of work, there is scope for further improvement in relation to specific teaching methodologies. Formal evaluation of the LCA programme occurs on an annual basis.

Recommendations

- There is scope for teachers to check the intended learning more frequently in lessons, and students should be further encouraged to use learning intentions to reflect on their own learning.
- Baseline data should be used to devise common classroom strategies and set targets for improvement in relation to literacy and numeracy.
- The schemes of work should have clearer links between the learning outcomes and specific teaching methodologies, and LCA 1 and LCA 2 should have differentiated tasks when either of these year groups have completed a module that the other group is starting.

THE QUALITY CONTINUUM FOR FOLLOW-THROUGH INSPECTIONS
<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.