# An Roinn Oideachais agus Scileanna

# Department of Education and Skills

## Follow-Through Inspection

## REPORT

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| **Ainm na scoile/ School name** | Sacred Heart Secondary School |
| **Seoladh na scoile/ School address** | Sunnyside<br>Drogheda<br>County Louth |
| **Uimhir rolla / Roll number** | 63860I |

## Date of Evaluation: 11-10-2017

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

**WHAT IS A 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.

# Follow-Through Inspection

| ORIGINAL INSPECTION DETAILS | FOLLOW-THROUGH INSPECTION DETAILS |
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| **Type:** Subject Inspection Home Economics<br>**Date of Inspection:** 4 March 2015<br>**Report Published:** Yes | **Date of Inspection:** 11 October 2017 |

**Follow-through inspection activities**

The following activities took place in the course of the follow-through inspection

- Meeting with senior management team
- Interview with subject co-ordinator
- Interview with relevant teachers
- Review of school documentation and students' work
- Observation of teaching and learning
- Interaction with students

| Recommendation in original inspection report | Progress achieved to date on implementation of recommendation |
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| The range of written work assigned to students should be extended to support higher-order thinking and the home economics team should explore how peer assessment and comment-only marking can be integrated further into classroom practice. | **Very good progress**<br>The home economics team is implementing a range of strategies to facilitate higher-order thinking. Strategies such as comment-only marking and the use of feedback sheets are supporting students to be reflective learners. In the lessons observed, the teaching approaches used provided for very good levels of collaborative learning. Students were highly engaged and active in applying, and reflecting on, their learning. |
| The position of subject co-ordinator should be formalised and rotated among the team on a periodic basis. | **Very good progress**<br>The position of subject co-ordinator has been formalised and is rotated within the team. Since the inspection, the team has been expanded to include a larger number of subject specialists.<br><br>High-quality collaborative practice is being led and co-ordinated in a very effective manner. The home economics team has used the findings from the original inspection report to build on the very good practice previously identified and to inform on-going developments in teaching and learning. Highly effective planning and self-evaluative practices are evident in the work of the team. |
| Assessment criteria should be developed for both of the Home Economics Transition Year (TY) programme modules. | **Very good progress**<br>Three updated TY home economics modules have been developed. The revised modules provide a very good range of integrated learning experiences. |

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| | Since the original inspection, a TY assessment framework has been developed at whole-school level. Assessment procedures for Home Economics are clearly aligned to this framework. The home economics team should develop quality descriptors for each assessment component. This will provide for highly effective assessment practice within each module. |
| **Summary of findings** | |
| Very good progress has been made in implementing all of the recommendations noted in the subject inspection report. It is highly commendable that the home economics co-ordinator shared the outcomes of the subject inspection with the staff to inform planning for teaching and learning at whole-school level. | |
| **Recommendations** | |
| No further recommendations arise in relation to the recommendations in the original report. | |

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

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