An Roinn Oideachais agus Scileanna

Department of Education and Skills

Follow-Through Inspection

REPORT

School name	Kilkenny Youthreach
School address	New Street Kilkenny Co. Kilkenny
Roll number	YR0057

Date of Evaluation: 18-11-2016

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: Evaluation of Centres for Education **Date of Inspection: October 2013** **Report Published Yes**	**Date of Inspection: 18-11-2016**

Follow-through inspection activities

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

- Meeting with centre co-ordinator
- Interview with members of in-school management team
- Review of school documentation and records and students' work
- Observation of teaching and learning
- Interaction with students

Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
The centre's mentoring system should be further improved and strengthened, whereby learners are engaged effectively and take responsibility for their learning through their individual learning plans.	**Very good progress** A 'student progression report' booklet has been developed for learners which allows learners to take some responsibility for their learning. The documentation of learners' long and short term goals, preferred learning styles, records of mentor meetings, information on career and/or further education and the completion of the web wheel at various points, facilitates learners to chart their progress in an array of pertinent areas.
The use of active and co-operative learning methodologies should be integrated into the teaching of all subjects and FETAC modules.	**Good progress** The very good teaching practices as observed at the time of the evaluation were still evident. Learners worked in pairs during some lessons. In a lesson where students had to plan a task, the use of pair work as a methodology was particularly good. There is still scope for teachers to expand the use of this methodology.
The quantity and type of work to be completed by learners and the quality of effort expected should be agreed by all the teaching staff.	**Very good progress** Homework is regularly assigned in lessons. Good homework correction practices were observed where the learners' work was monitored and formative feedback was used to assist learners to identify areas for improvement. The provision of assisted study periods for learners is a good development.
The whole centre approach to the learners' personal, social and health needs should be	**Very good progress** All year groups have a timetabled lesson period of Social Personal and Health Education (SPHE) each week, the Relationships and Sexuality

further refined and developed.	Education programme is delivered during this time. Teachers have availed of relevant continuing professional development for SPHE and are using the Talking Relationships and Understanding Sexuality Teaching resource. Learners are provided with an array of relevant guest speakers and visit social and business organisations to widen their personal and social experiences. The focus on healthy living practices is developing within the centre. Currently fruit is provided for learners and there are workshops on good mental health practices. A learners' council to act as a forum for learners' views is now in place.
The centre timetable and curriculum should be reviewed to ensure a balance is achieved between the subject provision for certification and the development of the learners' life skills.	**Good progress** As part of the summer programme, a certified first aid course is provided. Sporting activities such as swimming and participation in Gaisce, Junk Kouture and enterprise competitions are also provided for learners. Learners have occasional opportunities to prepare, cook and eat a communal meal.

Summary of findings

Very good progress has been made in relation to the development of a learners' mentoring system, the assigning and correction of homework and the centre's approach to meeting learners' personal, social and health needs.

Good progress was noted in relation to the use of active and co-operative learning methodologies and the provision of additional learning and life-skill development for learners.

Recommendations

Centre management should continue to look for ways to increase the social dimension in the centre, for example, increasing the frequency of times that learners prepare and eat a simple meal together. In addition, opportunities to provide extra skill-based courses could be explored.

Centre management and teachers should access continuing professional development opportunities that relate to teaching methodologies such as co-operative and active learning to further enhance pedagogical practice.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.