

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Clarín College
<b>Seoladh na scoile/ School address</b>	Athenry County Galway
<b>Uimhir rolla / Roll number</b>	71270G

**Date of Evaluation: 10-12-2019**



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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 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.

## **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	
Type: WSE-MLL		Date of Inspection: 10 December 2019	
Date of Inspection: 20 January 2016			
Report Published? Yes			
Follow-through inspection activities			
The following activities took place in the course of the follow-through inspection			
<ul style="list-style-type: none"><li>Meeting with senior management team</li><li>Interview with members of in-school management team</li><li>Interview with relevant members of staff</li><li>Interaction with students</li></ul>			
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation	
To develop and maintain a viable and active parents’ association, a plan should be developed for increasing parents’ involvement across a range of school activities.		<b>Partial progress</b> Partial progress has been made with the recommendation to put a plan in place to increase parents’ involvement across a range of school activities. Although a formal plan has not been developed, the outgoing parents’ association was actively involved in supporting all school activities. The intention with the newly formed parents’ association is to further involve itself in school business such as policy development and the school self-evaluation process. The school is in the process of regenerating the website and streamlining social media platforms. It is intended that these developments will be used by the parents’ association to communicate more effectively with the wider parent body.	
A curriculum development group should be established to inform whole-school practice in relation to curriculum development, embedding whole-school teaching and learning initiatives and further developing teaching approaches for mixed-ability groups.		<b>Very good progress</b> Overall, very good progress has been made with whole-school practice in relation to curriculum development, embedding whole-school teaching and learning initiatives and further developing teaching approaches for mixed-ability groups. The curriculum has undergone a number of changes, including new junior cycle requirements. Working groups ensure that the views of all stakeholders are included in the change process and subsequently monitor progress and effectiveness. A number of very valuable initiatives such as action research programmes and the Erasmus+ programme have provided a large number of staff with opportunities for continuing professional development (CPD). The learning from these, and other initiatives, is having a positive impact on classroom practices and is supporting the implementation of whole-school improvement targets. There is some scope to collate the very good work going on and ensure that whole-school implementation is cohesive.	

	<p>The new junior cycle has been instrumental in the development of a range of teaching approaches for mixed-ability groups. Engagement with the new junior cycle initiatives was reported to be impacting positively too on teaching and learning in senior-cycle classes.</p>
<p>Strategies for promoting co-operative and independent learning opportunities for students should be agreed and implemented across all subject areas.</p>	<p><b>Good progress</b></p> <p>There has been good progress in promoting co-operative and independent learning opportunities in lessons.</p> <p>Students and teachers discussed a wide range of methodologies which are used effectively in lessons to develop independent and co-operative learning skills among students. When students discussed the best lessons, they listed a range of learning experiences where they worked independently and/or collaboratively. There remains scope to extend these practices to all lessons and subject areas.</p>
<p><b>Summary of findings</b></p>	
<ul style="list-style-type: none"> <li>• Very good progress has been made in respect of the recommendation relating to curriculum development, embedding whole-school teaching and learning initiatives and further developing teaching approaches for mixed-ability groups.</li> <li>• Good progress has been in providing students with more opportunities to develop co-operative and independent learning skills.</li> <li>• The newly formed parents' association has plans to engage the wider parent body in school business and use the website more effectively as a means of communication.</li> </ul>	
<p><b>Recommendations</b></p>	
<ul style="list-style-type: none"> <li>• The wide range of effective teaching methodologies, learning strategies and improvement targets across the school should form part of a single teaching and learning plan to ensure cohesion and whole-school implementation.</li> <li>• The newly formed parents' association and management team should put a plan in place to increase parents' purposeful involvement in relevant aspects of school business.</li> </ul>	

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Part A Observations on the content of the inspection report**

The Board of Management of Clarin College welcomes the publication of this report. The report acknowledges the quality of the school experience and provides useful guidance for continued development.

The Board acknowledges and welcomes the Inspectorate's affirmation of the following:

1. The school's compliance with the child protection checks undertaken during the inspection.
2. The very good progress realised with whole-school practice in relation to curriculum development, embedding whole school teaching and learning initiatives and further developing teaching approaches for mixed-ability groups.
3. The good progress achieved in providing students with more opportunities to develop co-operative and independent learning skills.
4. The need to engage the wider parent body in school business.

## **Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection**

Clarin College is committed to the continual improvement of student experiences and outcomes and will undertake the following actions to address the recommendations of the Inspectorate:

1. Employ the LAOS 2016 framework to develop a single teaching and learning plan based on comprehensive school self-evaluation principles.
2. The school is redesigning its website and it intends to involve parents more purposefully in the school policy review cycle and engage the parents' association in its review of wellbeing provision.
3. The school is committed to continuing the professional learning experiences of its staff in order to continue the very good progress that has been achieved in developing whole school practice.

<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.