

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

**Follow-Through Inspection**

**REPORT**

<b>Ainm na scoile/ School name</b>	Finn Valley College
<b>Seoladh na scoile/ School address</b>	Drumboe Lower Stranorlar Lifford County Donegal
<b>Uimhir rolla / Roll number</b>	71240U

**Date of Evaluation: 14-03-2017**



## Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
<b>Type:</b> WSE-MLL <b>Date of Inspection:</b> 23-04-2015 <b>Report Published:</b> Yes	<b>Date of Inspection:</b> 14-03-2017
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 the senior management team</li> <li>• Interview with relevant teachers and members of staff</li> <li>• Review of school documentation and records and students' work</li> <li>• Observation of teaching and learning</li> <li>• Interaction with students</li> </ul>	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
The school should develop its own unique data protection policy.	<b>Very good progress</b> The school has developed an appropriate data protection policy. It was ratified by the board and is now in place.
In the interest of forming separate higher and ordinary level classes in some subjects, concurrent timetabling should be introduced where possible.	<b>Very good progress</b> Irish, English and Mathematics classes for all groups, except first years where students are appropriately placed in mixed-ability groups, are now concurrently timetabled. This has facilitated the formation of separate higher and ordinary level groups from second year onwards.
Consideration should be given to developing a student-mentoring programme for incoming first years and to giving students additional responsibilities.	<b>Very good progress</b> A successful student-mentoring programme is in place. A group of ten senior-cycle students volunteered to be student mentors. They have received training for their role. In May 2016, they supported the induction of incoming first years and also mentored the group when they started school the following September. They have engaged in many activities to help first-year students settle into school including team-building days, assisting with lockers and generally helping students find their way in the school. Additional opportunities for students to show leadership include visiting the feeder primary schools to promote the school and participation in the <i>Business in the Community</i> initiative.
The student-centred approaches that were observed in the majority of lessons should be extended to all lessons.	<b>Very good progress</b> The lessons observed showed very good use of instructional-leadership techniques that facilitated students to actively participate. A number of teachers have received training in instructional leadership and have provided inputs at staff meetings as means to share this valuable expertise. A quick guide to instructional leadership has been provided to all

	<p>teachers. The use of active methodologies has been enhanced by teachers' participation in training for the implementation of the new Junior Cycle Framework. Additionally, to facilitate group work, the arrangement of desks in a significant number of classrooms has been changed.</p> <p>To support the sharing of student-centred methodologies, the school has initiated a programme of peer collaboration amongst teachers. There has been an increase in the use of co-teaching which facilitates teachers planning together. The open day for incoming first years was used as an opportunity for teachers to observe each other demonstrate online assessment tools.</p>
<p>There should be wider use of assessment for learning (AfL) strategies in the provision of feedback to students on how they can improve the quality of their work.</p>	<p><b>Very good progress</b></p> <p>The school provided training to all teachers on the use of assessment to promote good learning. The student work reviewed during this inspection showed considerable improvement in the quality of feedback provided to students. Best practice was seen where the feedback included specific advice aligned to the learning intentions and key skills of the subject specifications. A quick-guide to AfL has been provided to all teachers.</p>
<p><b>Summary of findings</b></p>	
<p>Very good progress was made in all five key recommendations.</p>	
<p><b>Recommendations</b></p>	
<p>No further recommendations arise in relation to the recommendations in the original report.</p>	

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.