



An Roinn Oideachais
Department of Education

Subject Inspection: History Report

REPORT

Ainm na scoile/School name	Kishoge Community College
Seoladh na scoile/School address	Thomas Omer Way Lucan
Uimhir rolla/Roll number	76152C
Dáta na cigireachta/ Date of evaluation	08/02/2024
Dáta eisiúna na tuairisce/ Date of issue of report	29/04/2024

What is a subject inspection?

Subject Inspections report on the quality of work in individual curriculum areas within a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

How to read this report

During this inspection, the inspector evaluated learning and teaching in History under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

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.

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

Actions of the school to safeguard children and prevent and tackle bullying

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<i>Child Protection</i>	<i>Anti-bullying</i>
<ol style="list-style-type: none">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.	<ol style="list-style-type: none">1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> or <i>Bí Cineálta (2024)</i> and this policy is reviewed annually.2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and students.

The school met the requirements in relation to each of the checks above.

Subject inspection

Date of inspection	08/02/2024
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal, deputy principals and key staff• Interaction with students, including a focus group	<ul style="list-style-type: none">• Observation of teaching and learning during four lessons• Examination of students' work• Feedback to principal and relevant staff

School context

Kishoge Community College is a co-educational post-primary school under the patronage of the Dublin and Dun Laoghaire, Education and Training Board (DDLETB), in partnership with Educate Together. The school has a current enrolment of 905 students. The school offers the Junior Cycle, an optional Transition Year (TY) programme, the Leaving Certificate Applied (LCA) and the Leaving Certificate (Established) (LCE).

Summary of main findings and recommendations:

Findings

- Overall, the quality of teaching and learning was good.
- In most lessons, effective team-teaching practices were observed.
- Effective lesson structuring to progress student learning was evident in most lessons.
- In more than half of the lessons, digital learning technologies (DLT) were used effectively to increase the students' interest in the historical topics being taught.
- The quality of subject provision and whole-school support for History was very good.
- Overall, the quality of planning and preparation was good.

Recommendations

- To support students to develop their historical writing skills, teachers should share historical writing approaches with their students, to develop their capacity to provide the appropriate level of context, detail and explanation in their answers.
- As formative assessment methods within the history department require improvement, teachers should share effective formative assessment approaches such as, higher order questioning, the provision of clear success criteria and the framing of effective feedback with success criteria to support students to edit and improve their work
- To consolidate planning approaches within the department, all teachers should monitor and review their students' progression, and integrate the school's targets to improve learners' outcomes into the overall department plan.

Detailed findings and recommendations

1. Teaching, learning and assessment

- Overall, the quality of teaching and learning was good. All history teachers displayed very good subject knowledge and successfully generated enthusiasm for the historical topics being taught. In all lessons, students responded positively to teachers' instructions and positive learning environments were maintained.
- Effective lesson structuring to progress student learning was evident in most lessons. These lessons were characterised by the sharing of learning intentions at the beginning of the lesson, with teachers using questioning at the end of lessons to assess overall levels of students' attainment. To advance higher levels of attainment within lessons, teachers should advance opportunities during lessons, for students to demonstrate their knowledge and understanding of the planned learning.
- In most lessons, effective team-teaching practices were observed. In these instances, teachers adapted the lead and support model for team-teaching to enable the second teacher to provide one to one support to students that required more assistance. To support all students to develop as confident and capable learners, teachers should ensure that students that require additional support are provided with individualised resources, to empower them to engage in their learning at a level of challenge suited to their needs.
- DLT was used effectively in more than half of the lessons. In these lessons, students used their digital devices to work collaboratively with their peers to answer digital worksheets. In addition, during these lessons students were encouraged to use their devices for independent historical research. Embedding the effective use of digital technologies to vary students' learning experiences in all lessons is recommended.
- In most lessons, there was evidence of students transcribing content from their teachers' presentations directly into their copybooks. To support students to develop their own note-making skills, teachers should share effective note-making strategies with students, in all lessons.
- Students that participated in the student focus groups expressed a keen interest and enthusiasm for History. Students spoke positively of history lessons that gave them varied learning experiences, including engagement with DLT. Students said their learning was most meaningful when the activities designed for the lesson supported them to work meaningfully with their peers to extend their own learning.
- Appropriate comprehension-based learning activities were a feature of all lessons. In these lessons, students were encouraged to develop their comprehension skills by answering questions from texts. In more than half of the lessons, there was a variance in the level of students achieving success in answering the comprehension-based tasks. To develop the students' historical writing skills and to support them to fully demonstrate their learning, teachers should provide students with clear guidance on how to frame their answers with the appropriate level of explanation and evidence.
- Good opportunities to extend the students' historical empathy were facilitated in more than half of the lessons. In these instances, students were encouraged to think critically about the context of the time in which events took place, to support their capacity to empathise with the people of the past. Extending the range of historical sources shared with students in lessons would support their capacity to develop a multi-perspective approach, to form judgements based on context, time and the weighting of evidence.
- In less than half of the lessons, the overall quality of assessment required significant improvement to achieve a good standard. A notable feature of these lessons was the use of lower ordering questioning, which decreased classroom expectations for learners' outcomes. A review of a sample of students' copybooks in these lessons also showed minimum engagement from teachers in providing students with effective formative feedback, which limited the students' capacity to edit and to improve their work.
- Effective formative assessment approaches were a feature of more than half of the lessons. In these lessons, teachers used higher order questioning and provided students with success criteria. A review of a sample of students' copybooks showed the correction of homework and the provision of feedback. To advance these approaches teachers should frame their feedback with the success criteria, to enable the students to

clearly identify the areas that require improvement and to support them to take the steps necessary to edit and improve their work.

2. Subject provision and whole school support

- The quality of subject provision and whole-school support for History was very good.
- School leadership was supportive of teachers' continuing professional development (CPD) and most history teachers have engaged in CPD for Junior Cycle History. School leadership was supportive of teachers' memberships of professional networks. It was positive to note some teachers were members of professional networks for History.
- In keeping with highly effective practice, deployment of history teachers supported a rotation of teachers, across junior and senior cycle.
- In-line with highly effective practice, school leadership supported the use of DLT to progress teaching and learning. All classrooms were well equipped with projectors and all teachers, and most students had digital devices for use in their lessons.
- School leadership had shared an effective assessment calendar and explanatory note describing the grading systems for junior cycle assessments for parents and students.
- Leadership was supportive and encouraging of extra and co-curricular events in History and they facilitated school trips to places of historical significance, where possible.

3. Planning and preparation

- Overall, planning and preparation was good.
- The position of coordinator was rotated, and regular subject department meetings were documented. The plans for junior and senior cycle were accessible electronically and history teachers shared resources through shared lesson plans.
- Overall, the department plan for junior cycle students was good. The plan for Junior Cycle History integrated the three strands of the specification and units of learning had a cross-unit approach. In-line with effective planning practice, senior cycle plans were developed collaboratively by history teachers at senior cycle and were guided by student input into topic choice.
- The history department's assessment procedures were in-line with whole-school assessment approaches and all students set targeted goals for end of term assessments in History. To improve the students' capacity to achieve success, teachers should provide students with the appropriate guidance on how to engage in active study for areas that require improvement. In addition, teachers should monitor their students' progress and provide them with clear feedback to progress their learning.
- In keeping with effective practice, the history department collectively reviewed attainment levels for national examinations and teachers have shared strategies to implement improvements to learners' outcomes. These strategies should be integrated into the department plan and history teachers should use their students' work, and the school's end of term assessments for reviewing the identified strategies.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principals and history teachers at the conclusion of the evaluation.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Examples of descriptive terms
Excellent	Provision that is excellent is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	Provision that is very good is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	Provision that is good is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	Provision that requires improvement to achieve a good standard is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	Provision that requires significant improvement to achieve a good standard is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management acknowledges that the quality of teaching and learning was good and that effective team-teaching practices occurred. The department is satisfied that effective lesson structuring to progress student learning was evident in most lessons and that digital learning technologies were used effectively to increase the students' interest in the historical topics being taught. The quality of subject provision and whole-school support for History will continue. The Board wishes to point out that only first and second year classes were observed.

The Board accepts that further actions need to be put in place to allow for the standard of planning and preparation along with teaching, learning and assessment to achieve a very good standard. The department aims to focus on the areas of feedback, historical writing and formative assessment — see below.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

- Teachers encouraged to share historical writing approaches with their students. Strategies to continue to be implemented by the department: showing students sample answers, live modelling work for students on the board, air dropping student work onto the board and live marking it.
- It is recommended that teachers should share effective formative assessment approaches such as, higher order questioning, and the provision of clear success criteria. The department plans to do this by allowing time in department meetings for sharing of resources, methodologies, and knowledge from CPD.
- The department is going to continue to follow a similar foundation structure when creating lessons e.g. Key words, learning intentions imbedded throughout the lessons, questioning at the end of lessons etc. To improve on this, the department is going to ensure that all lessons also incorporate higher order questioning and clear success criteria.
- The department also plans to add more time in lessons to allow students to edit and improve their work after reflecting on feedback. Teachers are also going to collect copies frequently to allow for written feedback to be given.
- As it is recommended that 'all teachers should monitor and review their students' progression and integrate the school's targets to improve learners' outcomes into the overall department plan', the department plans to update the structure of the schemes of work. This will allow for teachers to easily update and amend the SOW as per student progression.
- The department plans to focus more on note making, rather than note taking. This will be done by using graphic organisers, timelines, and storyboards. The department also plans to show a broad range of historical sources to continue to foster good historical empathy.
- In focus groups, students vocalised that they want more time to work with peers in class. The department plans to incorporate more group and pair work into lessons to allow for this.