



An Roinn Oideachais
Department of Education

Subject Inspection: Guidance REPORT

Ainm na scoile/School name	Nano Nagle College
Seoladh na scoile/School address	Farranree Cork
Uimhir rolla/Roll number	626211
Dáta na cigireachta/ Date of evaluation	19/11/2024
Dáta eisiúna na tuairisce/ Date of issue of report	12/02/2025

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(s) evaluated learning and teaching in Guidance under the following headings:

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

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.

Included in this subject inspection report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and 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.

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	18/11/2024 - 19/11/2024
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents, whole school guidance plan, lesson plans and schemes of work and policies in relation to guidance.• Discussion with principal, deputy principal, substitute guidance counsellor and student support team.• Interaction with students, including a focus group.	<ul style="list-style-type: none">• Observation of teaching and learning during two lessons.• Examination of students' work, including portfolios of student work.• Feedback to principal, deputy principal and substitute guidance counsellor and LCA subject teacher.

School context

Nano Nagle College is a co-educational school operating under the auspices of CEIST. The school provided the Junior Cycle, the Junior Certificate School Programme (JCSP), Transition Year (TY), the Leaving Certificate (Established) (LCE), the Leaving Certificate Applied (LCA) and Level 2 Learning Programmes (L2LPs). The school participated in Delivering Equality of Opportunity in Schools (DEIS), the action plan of the Department of Education for educational inclusion. At the time of inspection, 149 students were enrolled in the school.

Summary of main findings and recommendations:

Findings

- The overall quality of teaching, learning and assessment was very good with some examples of excellent practice.
- The senior leadership team had made very good interim provision for the timetabling of Guidance in junior cycle and senior cycle in the absence of a qualified guidance counsellor.
- The school offered a wide range of curricular subjects and extra-curricular activities to support student progression which was kept under regular review by senior management.
- High quality whole-school supports for students were in place in the areas of inclusion, diversity and wellbeing and developments in these areas, such as becoming a School of Sanctuary, reflected the school's proactive approach in meeting the needs of its changing community.
- Comprehensive student support structures and referral systems were in place in the school that supported student wellbeing, inclusion and care.
- Individual and collaborative planning and preparation was good overall with some areas requiring development.

Recommendations

- There was no established whole-school guidance team in the school at the time of the inspection. Senior management should establish a team to review and enhance the present whole-school guidance plan which should outline subject department activities and incorporate a curricular programme with learning outcomes. This plan should then be aligned with the ongoing strategic plan that is underway to strengthen the whole-school approach to guidance and wellbeing.
- The guidance department's planning for each year group was good. They should now expand guidance-related learning modules in junior cycle and extend the senior cycle

guidance programme to incorporate a plan for fifth-year students around the learning outcomes and assessment for learning methods in place in TY and sixth year.

- Once a guidance counsellor has been appointed the senior leadership team and the guidance counsellor should identify the appropriate use of the allocated hours in line with circulars 0002/2023 and 0041/2024.

Detailed findings and recommendations

1. Teaching, learning and assessment

- The overall quality of teaching, learning and assessment was very good with elements of excellent practice in all lessons.
- Very positive relationships existed between students and teachers and between students. Students in the focus group identified these relationships as important to them.
- Lessons were well planned and the learning intentions were explained and revisited throughout the lessons by teachers. Teachers had high expectations of students and this was evident in the student work and portfolios that were examined in lessons.
- While teachers selected high-quality resources and engaging materials to support learning, it was noted that incorporating more familiar and contextually relevant material at times could further enhance the learning experiences for students.
- Students were offered ways of working that suited their learning styles and abilities, allowing them to take ownership and responsibility for their learning. Differentiated tasks ensured that all students could access material appropriate to their age and stage of development, supporting meaningful progression.
- Very effective practice was seen in the use of reflective strategies and self-assessment tasks which encouraged students to reflect on what worked well for them in their learning and what they would like to achieve. This was a very worthwhile endeavour.
- Assessment for learning strategies were a notable strength in the planning observed during the inspection, with teachers consistently using formative assessment in each lesson and providing immediate, regular feedback to further extend students' learning.
- Students have been afforded many opportunities to engage and interact with professionals from different careers, colleges and other pathways to support their educational and vocational learning.

2. Subject provision and whole school support

- The quality of provision for whole-school guidance was very good.
- The senior leadership team was very supportive of Guidance and guidance-related activities in the school. They had made considerable efforts with five attempts in the past two years to hire a fully qualified guidance counsellor. However, in the context of the national teacher recruitment challenges, they were not able to secure this position. As an interim measure, the senior leadership team led a dedicated staff who continued to effectively lead and oversee the timetabled guidance programme, supported by other subject teachers. A staff member currently in training as a guidance counsellor was working to support the development of the guidance programme. Senior leadership should continue to endeavour to recruit a qualified post-primary guidance counsellor to fill the post in line with Circular 0002/2023.
- The student support team very effectively managed student wellbeing, referring issues to appropriate services while ensuring confidentiality and student safety. They met weekly, using referral forms, online pathways, and clearly defined staff roles and documentation to communicate with other staff and support agencies. Clear processes of referrals and follow through was evident in records of support for students. They also provided support strategies to help other staff in identifying students in crisis.
- The senior leadership team was active in supporting staff attending different training in line with student need around areas of SEN, behaviour for learning, mental health and

wellbeing. As a result teachers were equipped to deliver safe Check and Connect mentoring supports to all young people in senior cycle and TY students were in the process of being trained to deliver mentoring support to first year students.

- The school built strong ties with primary schools to ease student transitions and actively involve parents. Students praised the induction process, highlighting fun activities, relationship-building, organisational support, and a welcoming environment that helped them feel supported entering secondary school.
- The school offered a wide range of curricular subjects to students including the recent introduction of Physical Education as a leaving certificate subject based on student need and interest. Given the relatively small student population it was very positive that, at the request of students, the school offered two modern foreign languages for study. New building renovations will support student experiences by having appropriate facilities in place, especially in practical subjects.
- Subject departments integrated career guidance into their subject areas and planning, including initiatives like a “science buddy” system with a local college. Staff built strong connections with community, industry, and colleges which supported diverse student pathways through work placements, access programmes, guest speakers and apprenticeships. There was scope on the online platform to upload and share information that could be accessible to parents and students online.
- Students also spoke positively about the different extra-curricular activities the school offered where they engaged in fun activities, gained confidence and built friendships. These included different sports activities, robotics and chess clubs.
- The senior leadership team had reviewed the code of behaviour recently with all stakeholders to promote a positive culture of respect and integrity as well as high expectations in the school. Students participated in focus groups with senior management to review policies around uniform and behaviour and students stated that this did influence change.
- The school actively encouraged student leadership through specific programmes on inclusion and mental health initiatives, as well as working groups on sustainability and mentoring. It was very positive that the student council also presented to the board of management, addressing topics such as Leaving Certificate subject options and dedicated spaces for sixth-year students.
- Once a guidance counsellor has been appointed, the senior leadership team and the guidance counsellor should identify the appropriate use of the allocated hours for the balance of guidance counselling activities to include a balance of classroom Guidance, small group work and one-to-one support, in line with circulars 0002/2023 and 0041/2024.

3. Planning and preparation

- The senior leadership team were in a new phase of development in the school which outlined plans in many key areas and included the development of a strategic plan from 2024 – 2027. It is timely for senior management to establish a team to review and enhance the whole-school guidance plan. This should outline subject department activities and incorporate a curricular programme with learning outcomes for each year group. This plan should align with the development of the strategic plan to strengthen the whole-school approach to guidance and wellbeing.
- The individual guidance plans were good, with opportunities for further development at both junior cycle and senior cycle. The guidance counsellor, when appointed, should enhance resources for junior cycle and expand the senior cycle programme to include a fifth-year plan aligned with current learning outcomes and assessment methods. Students expressed interest in having input from a guidance counsellor in fifth-year guidance lessons to support career planning and educational pathways.
- A number of significant guidance-related policies were in place to support the work of whole-school guidance and student support teams which was in line with best practice.

- There was a detailed calendar of events that promoted the School of Sanctuary and created an awareness around issues of wellbeing, inclusion and guidance in many areas. The effectiveness of these events was kept under review by the senior leadership team.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal, and relevant teachers with responsibility for Guidance at the conclusion of the evaluation.



An Roinn Oideachais
Department of Education

For the students of Nano Nagle
College about their learning in
Guidance

Date of inspection: 19/11/2024

What kind of inspection did your school have?



A subject inspection was completed in your school. The inspector observed lessons and spoke with the principal and teachers. The inspector met with a group of students to talk to them about their learning in Guidance.

What were the main findings of the inspection?



- The school provided a wide range of subjects and activities for students' personal, social, educational and career development.
- The students had very good opportunities to contribute in lessons and this helped their learning.
- The school listened to students so that their ideas informed change.

What did the inspector recommend to make teaching and learning better in Guidance?



- The school should continue to advertise for a trained guidance counsellor for students.
- The school needed to provide more guidance lessons in fifth year.
- The school should continue to take into account students suggestions when developing the whole-school guidance plan.

Thank you for taking the time to read this page.
Special thanks to the students who participated in the focus group.

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

Part A Observations on the content of the inspection report

The Board of Management acknowledges the high quality of teaching and learning in the school “the overall quality of teaching, learning and assessment was very good with elements of excellent practice in all lessons”.

The Board appreciates the “very positive relationships existed between students and teachers and between students” and that “assessment for learning strategies were a notable strength”.

The Board thanks staff for their commitment to providing extra-curricular activities in which “students engaged in fun activities, gained confidence and built friendships”.

The Board recognises the importance of encouraging student voice and student involvement in the school; “the school actively encouraged student leadership| “It was very positive that the Student Council also presented to the Board of Management.” The Board also understands the importance of “actively involving parents”.

The Board recognises the efforts of the senior management team who “led a dedicated staff” in supporting guidance through every means possible and the work of the student support team which “very effectively managed student wellbeing”.

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

The Board of Management and senior leadership will continue to act on the recommendations contained in the report.

A whole-school guidance team is being established and will further review and develop the whole-school guidance plan. This team will be further enhanced next year with the addition of a guidance counsellor.