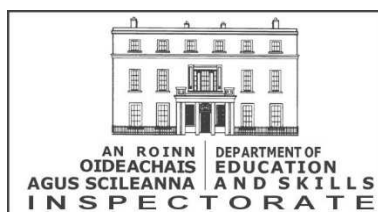


**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Follow-Through Inspection**  
**REPORT**

**Rockwell College,**  
**Cashel, County Tipperary**  
**Uimhir rolla: 65300D**

**Date of inspection: 25 September 2014**



<b>Date of publication/issue of original report</b>	<b>March 2012</b>	<b>Type of original report</b>	<i>Home Economics Subject Inspection Report</i>	<b>Date of FT inspection</b>	<b>25 September 2014</b>
<b>Follow-through inspection activities</b>					
<p><i>The following activities took place in the course of the follow-through inspection</i></p> <p>Meeting with principal  Meeting with relevant teacher  Observation of teaching and learning  Interaction with students  Review of school documentation and students' work  Review of facilities</p>					
<b>Recommendation in original inspection report</b>			<b>Progress achieved to date on implementation of recommendation</b>		
<ul style="list-style-type: none"> <li>Consideration should be given to the incorporation of a greater variety of more student-centred methodologies.</li> </ul>			<p><b>Good progress</b></p> <p>Both of the observed lessons incorporated a greater number and variety of student-centred methodologies. Work remains to be done in the areas of cooperative learning and note-making.</p>		
<ul style="list-style-type: none"> <li>School management should give priority to advancing investigations around how the school's facilities for Home Economics could be better accommodated.</li> </ul>			<p><b>No progress</b></p> <p>While no physical progress has been made in relation to better accommodating the school's facilities for Home Economics, due in the main to issues of finance, a preliminary investigation of options was completed.</p>		
<ul style="list-style-type: none"> <li>Programmes of work should be further developed.</li> </ul>			<p><b>Good progress</b></p> <p>Work has commenced on the further development of programmes of work, with the identification of topic-specific learning outcomes. The value of writing learning outcomes within a framework that seeks to identify, as relevant, the knowledge, understanding, skills, values and attitudes to be developed or fostered, was highlighted to the teacher. The features of good quality programmes of work were also emphasised during discussions. This includes a developmental approach, continuity of topics, and effective integration of theory and relevant practical activities.</p>		
<ul style="list-style-type: none"> <li>Consideration ought to be given to how existing approaches to self-evaluation could be extended to include a focus on classroom practice.</li> </ul>			<p><b>Partial progress</b></p> <p>In the interest of teacher self-evaluation, the subject department has commenced research into how students' feedback on their classroom experience might be facilitated. Sample questionnaires have been located. Plans are also in place to develop and trial a student questionnaire following delivery of both the first-year taster and Transition Year (TY) programmes.</p>		

## Summary of findings

- Observed lessons were notably more student-centred in nature.
- Despite completed investigations, financial constraints mean that the school's Home Economics facilities remain inadequate.
- Work has commenced on the further development of programmes of work.
- The facilitation of student feedback on classroom experience is being considered and explored. Plans are in place to develop and trial relevant evaluation tools.

## Recommendations

- Building on the observed more student-centred approach, the recommendation to introduce cooperative learning strategies is reiterated. In planning and delivering lessons, care should be taken to ensure that all activities support learning in an appropriately challenging manner. Work on the development of students' capacity to note-make, versus note-take, is still required.
- In the interest of enhancing the quality of teaching and learning, as well as ensuring that health and safety obligations are more easily met, the provision of appropriate Home Economics facilities needs to be prioritised.
- In writing learning outcomes, consideration ought to be given to identifying the knowledge, understanding, skills to be developed and, as relevant, the values and attitudes to be fostered. Following on from this, tasks designed to evaluate students' achievement of identified learning outcomes, and which promote and support teacher-assessment, self-assessment and peer-assessment, should then be identified. This can include class-based activities as well as homework assignments.
- The implementation of self-evaluation activities focused on classroom practice is encouraged, as is its further development.

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.

# **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 Rockwell College appreciates that this follow-through report recognises and acknowledges the progress made on the recommendations included in the 2012 Report. The Board accepts the recommendations contained in this report and resolves to address these.

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

- (1) A renovation of the existing Home Economics facility is currently being planned, with the intention of having the improved facility available to pupils in September 2015. This facility will enhance the pupils' experience of the subject considerably.
- (2) Self-evaluation activities are being incorporated into the Home Economics subject plan to facilitate feedback from pupils.