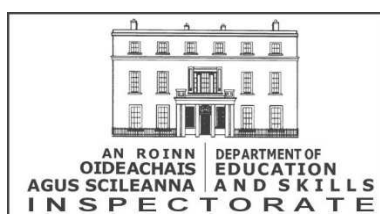


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

**Christian Brothers Secondary School,
Mitchelstown, County Cork
Uimhir rolla: 62420V**

Date of inspection: 28 March 2014



Date of publication/issue of original report	4 March 2011	Type of original report	<i>Social, Personal & Health Education (SPHE) SIR</i>	Date of FT inspection	28 March 2014
Follow-through inspection activities					
<p><i>The following activities took place in the course of the follow-through inspection</i></p> <p>Meeting with principal Meeting with the subject coordinator and relevant teachers Review of school documentation and students' work Review of resources</p>					
Recommendation in original inspection report			Progress achieved to date on implementation of recommendation		
<ul style="list-style-type: none"> SPHE should be timetabled as a discrete standalone subject. 			<p>Very good progress With reference to the master timetables for first year, second year and third year class groups, as well as to the relevant teachers' timetables, SPHE is timetabled as a discrete, standalone subject.</p>		
<ul style="list-style-type: none"> The adoption of a more systematic and incremental approach to teachers' professional development in SPHE is recommended. 			<p>Partial progress While relevant professional development opportunities are being availed of on an ongoing basis, the approach could be more systematic and incremental in nature.</p> <p>In light of the plans to have an additional staff member join the SPHE subject department in the near future, management has facilitated advance attendance for this teacher at introductory SPHE training. This indicates good quality forward planning in the area of staff deployment and up-skilling.</p>		
<ul style="list-style-type: none"> The team of SPHE teachers should document the resources, methodologies and assessment modes most suited to the delivery of each module. 			<p>Good progress Teachers have developed the SPHE schemes of work. These now provide details such as: planned delivery dates; topics; resources, methodologies and assessment. The section relating to methodologies was noted as very well developed.</p>		
<ul style="list-style-type: none"> Consideration ought to be given to the introduction of strategies intended to evaluate students' learning in SPHE on a module-by-module basis. 			<p>Partial progress, Strategies intended to evaluate students' learning in SPHE have been generally identified. Schemes of work include a generic list of assessment strategies which include: in-class questioning; recapitulation; correction and annotation of students' work in copybooks; and classroom activities such as worksheets, case studies and group tasks. Module-specific strategies have not been identified.</p>		
Summary of findings					
<ul style="list-style-type: none"> SPHE is now timetabled as a discrete, standalone subject. Relevant professional development opportunities are being availed of on an ongoing basis, but the overall approach needs to be more systematic and incremental. There is evidence of good quality forward planning in the area of staff deployment and related up-skilling. Schemes of work have been developed to provide detail relating to resources, methodologies and assessment. Strategies intended to evaluate students' learning in SPHE have been generally identified in the relevant schemes of work. 					

Recommendations

- A more systematic and incremental approach to SPHE teachers' professional development is still required. This should be informed by an annual audit of teachers' needs, which, in turn, should be informed by the SPHE Support Service course schedule. This schedule is currently issued on a bi-annual basis.
- With a view to further enhancing the existing detailed schemes, it is suggested that module names be clearly identified and differentiated from related topic lists. The integration of module learning outcomes, relevant whole-school events and regular guest speakers is advised. It is also suggested that an amalgamation of resources and methodologies might prove valuable, together with the specification of relevant pages of identified textbooks or other resources.
- Further work is required in relation to identifying or designing activities or tasks, which will help to determine and evaluate the level of students' learning in SPHE on a module-by-module basis. Module learning outcomes, which are provided in the syllabus, should inform this work. Consideration ought to be given to the regular use of module review and reflection activities as part of the assessment of students' learning. The outcomes of this work should be documented in the schemes of work.

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.