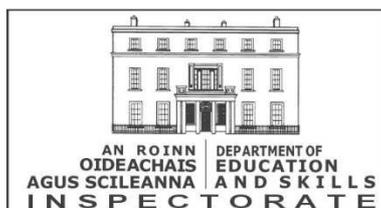


**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

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

**Seamount College,**  
**Kinvara, Co. Galway**  
**Roll number: 63050T**

**Date of inspection: 25 March 2014**



<b>Date of publication/issue of original report</b>	18-01-2011	<b>Type of original report</b>	<b>Follow-through Inspection on Civic, Social and Political Education (CSPE)</b>	<b>Date of FT inspection</b>	25-03-2014
<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 subject coordinator  Meeting with relevant teachers  Review of school documentation and records and pupils'/students' work</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>Teachers should retain classes from second year through to third year and should have their CSPE class group for another subject in line with Circular Letter M13/05.</li> </ul>		<p><b>Good progress</b></p> <p>Good efforts have been made to maintain continuity of teachers with class groups from second year through to third year. However, this has not always been possible to achieve due to resource constraints.</p> <p>In the majority of instances, the CSPE teacher does not have the class group for another subject. School management clarified the difficulties in meeting the requirements of Circular Letter M13/05. Three of the CSPE teachers are teachers of optional subjects and therefore have a cohort of students from different class groups for the other subject they teach. Increased enrolment and the consequent resource demands across the curriculum have also impacted on the school's ability to timetable in line with Circular Letter M13/05.</p>			
<ul style="list-style-type: none"> <li>In the interests of building an experienced CSPE teaching team teachers should continue to teach the subject for a number of years and avail of professional development courses provided by the Second Level Support Service.</li> </ul>		<p><b>Partial progress</b></p> <p>Two teachers have continued to teach the subject since the CSPE inspection in 2011. Of the remaining three teachers on the CSPE teaching team, one is new to the school and the other two teachers have continued to teach CSPE since they joined the team.</p> <p>Some members of the team have availed of CSPE in-service in the past however, this has been very limited. It is recommended that team members should attend subject in-service as it becomes available and the CSPE department should also become affiliated to the Association of Citizenship Teachers. (ACT)</p>			
<ul style="list-style-type: none"> <li>The provision of developmental feedback on students' written work should be further developed in some cases.</li> </ul>		<p><b>Very good progress</b></p> <p>A sample of students' work was reviewed during the inspection. Best practice was noted in the application of assessment for learning strategies where students work was provided with an appropriate level of feedback, where strengths and areas for development were identified as well as guidelines on how to improve the quality of the work. The presentation and quality of students work also reflected this approach. There is scope for this good practice to be further implemented in some instances.</p>			
<ul style="list-style-type: none"> <li>In line with syllabus recommendations students should complete two action projects over the three years of the junior cycle</li> </ul>		<p><b>Very good progress</b></p> <p>In the majority of cases two action projects have been completed with each class group over the three years of the programme.</p>			

## **Summary of findings**

Timetabling for continuity of teachers with class groups as well as facilitating CSPE teachers to have their class group for another subject has been hampered by resource constraints.

In view of inevitable changes in and demands on staff resources there has been relatively good continuity of teachers on the CSPE teaching team.

Participation in CSPE in-service by teachers has been very limited.

Some very good practice was observed in the correction of students' work.

In the majority of cases two action projects are completed with each class group over the three years of the programme.

## **Recommendations**

Whilst acknowledging resource constraints timetabling arrangements should continue to prioritise continuity with class groups.

It is recommended that attendance at subject in-service should be prioritised by the CSPE teaching team, as it becomes available.

Consistent planning by all teachers should ensure the completion of two action project with each class group over the three years of the junior cycle.

There is scope for the very good assessment for learning practices noted to be further developed in some instances.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.