

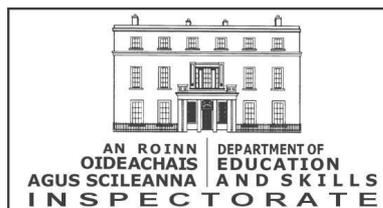
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**Coláiste Muire
Ennis, County Clare
Uimhir rolla: 61930Q**

Date of inspection: 9 September 2015



Date of original inspection	14 November 2013	Type of original report	Subject Inspection in SPHE	Date of FT inspection	9 September 2015
Report published	Yes				
Follow-through inspection activities					
<p><i>The following activities took place in the course of the follow-through inspection</i></p> <p>Meeting with senior management team Meeting with subject coordinator and relevant teachers Observation of teaching and learning Interaction with students Review of school documentation and students' work</p>					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
Practices and procedures in relation to assessment in SPHE should be further developed and formalised. The development of students' skills of reflection through portfolio work should be explored.		<p>Very good progress</p> <p>Assessment in SPHE has been examined by the subject department and is viewed as part of the activity of teaching and learning. There was good ongoing monitoring and assessment of students' learning in the lessons observed. Teachers engage students in a range of activities to support self-assessment and peer-assessment such as learning logs, short projects, end-of-year reviews and other forms of student reflection.</p> <p>Teachers make good use of their teacher diary to record outcomes of assessment. Furthermore, it is positive that school reports now include students' progress in SPHE and the school is committed to raising the profile of SPHE at parent-teacher meetings.</p> <p>The school is in the process of developing a technology platform for teachers as well as a student hub and it is envisaged that this will further support planning as well as the delivery of SPHE into the future.</p> <p>Teachers expressed their intention to continue to further develop the area of assessment of SPHE as well as the further implementation of assessment for learning strategies.</p>			
The current shortfall in timetabling provision for third-year SPHE should be kept under review.		<p>Good progress</p> <p>A number of positive steps have been taken to address the existing shortfall. Planning for the shared time for SPHE and Physical Education in third year has been further enhanced. Teachers continue to avail of continuing professional development in both SPHE and RSE in order to increase competence and make good the shortfall.</p> <p>The school is committed to the ongoing provision of health education for students.</p>			
The programme outlines for first and second-year SPHE as well as senior cycle relationships and sexuality education (RSE) should be further developed.		<p>Very good progress</p> <p>Very good progress has been made with regard to developing the first and second-year programme outlines into more detailed schemes of work. Good progress has been made in terms of the senior cycle plans, with scope to be more detailed. It is laudable that these are used as working documents.</p>			
The existing RSE policy should be reviewed and expanded.		<p>Good progress</p> <p>A more detailed RSE policy has been developed. Very good practices are evident with regards to SPHE procedures, however, there is scope for the RSE policy to reflect this fully. An overview of the programme content</p>			

should also be included.

Summary of findings

- Very good progress has been achieved with regards to the implementation of the previous recommendations.
- In conjunction with the subject teachers, management has been supportive in enabling the implementation of the recommendations.
- Good quality teaching and learning was evident and significant progress has been made with regards to learning outcomes, active learning and higher-order questioning.
- Very good progress has been made with regards to the further development of assessment and reflection in SPHE.
- Curricular plans have been further developed.
- The RSE policy has been reviewed and expanded.
- Teachers are committed to the regular review of SPHE provision and have agreed to set an achievable number of developmental priorities to action and evaluate annually.

Recommendations

- In the context of teacher-based classrooms, classroom seating could be reviewed to support the further use of activity-based learning, so as to promote self-assessment, and peer-learning in the context of assessment for learning practices.

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.