

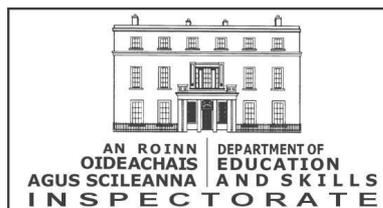
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Follow-Through Inspection
REPORT**

**Roscommon Community College,
Lisnamult, County Roscommon
Roll number: 72290R**

Date of inspection: 8 May 2015



Date of original inspection	2 May 2012	Type of original report	Subject Inspection in Civic, Social and Political Education (CSPE)	Date of FT inspection	8 May 2015
Report published	Yes				
Follow-through inspection activities					
<i>The following activities took place in the course of the follow-through inspection</i>					
Meeting with principal Meeting with relevant teachers Observation of teaching and learning Interaction with pupils Review of students' work					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
All lessons should begin by explaining clearly to students what the expected learning outcomes are.		Very good progress The lesson observed was underpinned by clear learning outcomes that were written on the whiteboard and explained to students at the outset. During the lesson the learning outcomes were appropriately developed and reinforced and good opportunities were provided for students to contribute their views on the topic under study.			
The CSPE teachers should plan for the implementation of a range of strategies to support the development of students' literacy skills.		Good progress A number of strategies are in place to support the development of students' literacy skills. Subject terminology is explained and reinforced in lessons and students maintain word banks in their copybooks. The display of CSPE materials and related projects in the library and in public areas of the school creates a print-rich and visual learning environment. Teachers set and monitor written assignments regularly. Individual feedback and support is provided to students as they draft and redraft the Report on an Action Project (RAP) or the Course-Work Assessment Book (CWAB). The CSPE teachers also liaise with the learning support department to source additional help for students with regard to key aspects of literacy where it is considered necessary. The quality and presentation of students' work as evidenced in their copybooks was of a good standard and is to be commended.			
CSPE teachers should engage with in-service training as it becomes available to further develop capacity and expertise in the subject.		Partial progress The teachers of CSPE have sought in-service training, however it was reported that it has not been available in the region. The teaching team should avail of online courses to be provided in the future by the Professional Development Service for Teachers (PDST). In line with good practice online subject materials are researched and integrated to support teaching and learning. In order to stay up-to-date with developments in the subject the CSPE department should avail of the support of the Association of Citizenship Teachers (ACT).			
Consideration should be given to using the Course-Work Assessment Book (CWAB) as a means of catering more effectively for the needs of some students.		Very good progress One member of the teaching team has introduced the CWAB as an alternative to a RAP. In the CWAB, students report on three classes and the action project they completed as they studied a module of work. It was reported that this approach to assessment worked very well with students and was more suited to the learning needs of the class groups. The structure of the CWAB proforma booklet was also considered more accessible and manageable for students. The significant improvement in attainment in the subject is attributed in part to the introduction of the CWAB.			

Summary of findings

Learning outcomes were shared with students and appropriately reinforced in the lesson observed.

Students' literacy skills are supported through a variety of strategies and a good standard of achievement was evident in their written work.

The introduction of the Course-Work Assessment Book (CWAB) has impacted positively on student attainment in the subject.

Recommendations

The CSPE department should become affiliated to the Association of Citizenship Teachers (ACT) and should access external or online professional development courses in the subject as they become available.

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.