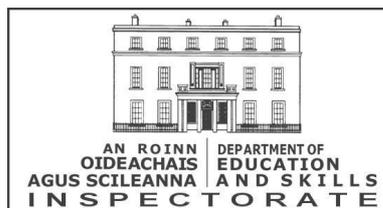


An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection
REPORT

Castletroy College
Castletroy, County Limerick
Uimhir rolla: 76073G

Date of inspection: 9 February 2016



Date of original inspection¹	21 February 2013	Type of original report	Subject Inspection – Mathematics and Applied Mathematics	Date of FT inspection	9 February 2016
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 Observation of teaching and learning Interaction with students Review of school documentation					
Recommendation in original inspection report		Progress achieved to date on implementation of recommendation			
Active and collaborative learning methodologies should be more widely used in mathematics lessons.		Good progress Student activity was a feature of all of the lessons observed. In the majority of lessons, students worked individually and were supported by the teacher in completing lesson activities. In a minority of lessons, collaborative activity was used to very good effect as a means of further engaging students and adding a further layer of differentiation to the lesson. Students engaged exceptionally well in these activities and demonstrated very high levels of self-motivation and teamwork skills. Teachers of Mathematics should continue to share best practice in relation to collaborative learning with a view to developing a shared understanding as to the benefits of a collaborative approach.			
The role of information and communications technology (ICT) in lessons should be extended to include more widespread use of dynamic and interactive software.		Very good progress The judicious use of ICT was a feature of all of the lessons observed. Teachers demonstrated high levels of confidence and competence in using the available technology and the integration of ICT was achieved seamlessly in all cases. Examples of effective practices included the use of simulations to demonstrate moving objects and to clarify algebraic concepts and the use of graphing software to ensure efficient progress through the lesson content. A whole-school approach to ICT integration is evident in the widespread use of an online platform for the sharing of learning content between teachers and students.			
The Transition Year (TY) plan should be further enhanced to include agreed learning outcomes as well as resources and assessment modes for each topic.		Good progress A modular approach has been adopted in TY Mathematics. The programme content is stated in terms of learning outcomes and a range of assessment approaches is used throughout the year including continuous assessment, terminal examinations and rewards for effort and attendance. In some of the modules, a project-based approach has been adopted as part of the assessment process. While there is a good balance to the approach taken, it is recommended that the scope of the TY programme be documented further. Of particular benefit would be the further documentation of specific resources and methodologies associated with each learning outcome. Also, where project work is used, it is recommended that detail be added in relation to what projects are to be included and how they are to be assessed.			
Summary of findings					
<ul style="list-style-type: none"> • Student activity was a feature of all of the lessons observed with scope for the increased use of collaborative learning strategies in some cases. • The judicious integration of ICT was achieved very successfully in lessons. • The TY plan is well developed with scope to add some further detail. 					

¹ Date on cover of original inspection report

Recommendations

- Teachers should continue to share best practice in relation to collaborative learning methodologies.
- In further developing the TY plan, the tailoring of specific resources, methodologies and assessment modes to individual learning outcomes should be undertaken.

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.