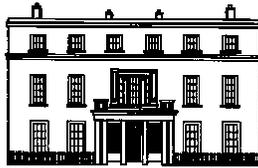


**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Subject Inspection of Social Personal and Health  
Education  
REPORT**

**St Kilian's Deutsche Schule,  
Roebuck Road, Clonskeagh, Dublin 14  
Roll number: 60630W**

**Date of inspection: 31 January 2013**



**AN ROINN | DEPARTMENT OF  
OIDEACHAIS | EDUCATION  
AGUS SCILEANNA | AND SKILLS**

**REPORT  
ON  
THE QUALITY OF LEARNING AND TEACHING IN  
SOCIAL PERSONAL AND HEALTH EDUCATION (SPHE)  
INCLUDING RELATIONSHIPS AND SEXUALITY EDUCATION (RSE)**

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**INFORMATION ON THE INSPECTION**

<b>Dates of inspection</b>	30 and 31 January 2013
<b>Inspection activities undertaken</b>	<ul style="list-style-type: none"> <li>• Observation of teaching and learning during seven class periods</li> <li>• Examination of students' work</li> <li>• Feedback to principal and teachers</li> </ul>
<ul style="list-style-type: none"> <li>• Review of relevant documents</li> <li>• Discussion with principal</li> <li>• Discussion with teachers</li> <li>• Interaction with students</li> </ul>	

**MAIN FINDINGS**

- The overall quality of teaching and learning was good, with features of very good teaching practice being evident in many lessons.
- A good range of teaching strategies were used which were facilitative of students' active engagement and participation in lessons and which promoted their personal and social development.
- Lessons were well planned and well prepared and incorporated the effective use of a good range of resources including information and communications technology (ICT) and teacher generated resources.
- Subject provision and whole school support for SPHE at junior cycle and RSE at senior cycle is very good
- Good progress has been achieved in the development of a collaborative SPHE subject plan.

**MAIN RECOMMENDATIONS**

- A planned approach should be implemented to address the continuous professional development (CPD) needs of individual teachers in a systematic manner.
  - To progress the development of the programme framework in the subject plan, the framework should be extended to include topics, methodologies, resources, and assessment strategies and their alignment for each year of the SPHE programme.
  - Common plans should be agreed and implemented and a set of four key learning outcomes and skills for development should be identified for inclusion for each year of the SPHE programme.
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## **INTRODUCTION**

St. Kilian's Deutsche Schule provides co-educational post-primary education for 373 students. Programmes offered at the school include the Junior Certificate, a compulsory Transition Year (TY), and the established Leaving Certificate programme.

## **TEACHING AND LEARNING**

- The overall quality of teaching and learning was good with features of very good practice being evident in many lessons. However, there is also some scope for development.
- Lessons were generally well planned and well prepared, with the learning objectives being shared with the students at the beginning of each lesson. Very good practice was evident when the learning outcomes were revisited at the end of the lesson. The links between lessons should be made explicit together with prior learning being assessed.
- Mutual respect was evident with teachers creating a positive purposeful and supportive learning environment for their students. The pace of a few lessons did not always suit the needs of individual students and more attention should be given to this aspect. An agreed clearly visible class contract should also be used to enhance the learning environment.
- Students engaged well with lesson content. They were well motivated, active and participated in and contributed confidently to discussion and reflection. In particular, sensitive aspects of the curriculum were addressed appropriately in an open manner supportive of student learning and reflection.
- Most lessons facilitated active experiential learning by the students. A good range of teaching strategies were used including pair and group work which facilitated collaborative cooperative learning. Opportunities were also provided for independent learning. To achieve more active student involvement, it is recommended that greater opportunities are provided for student-centred and student-led activities.
- Good use and in some instances, very good use of questions enabled an accurate assessment of students' learning. All lessons facilitated the development of students' reflection skills with very good practice being seen when students completed their reflective exercise at the end of the lesson.
- A good range of resources were effectively used including ICT, textbooks, worksheets and teacher generated material. Greater use of visual resources and imagery could be used to elicit student engagement and prompt reflection, for example, in relation to the food pyramid.
- Consideration should be given to the development and assignment of home tasks and development of a policy in relation to these. The further development and use of formative comment in response to students' oral and written work is recommended. Student progress is reported through parent-teacher meetings and comment on progress is also included in school reports.

## **SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT**

- Subject provision and school support for SPHE and RSE is very good. A comprehensive RSE programme that consists of a ten week module based on the *TRUST* resource is provided for each year of senior cycle.
- A whole school approach is taken to student welfare and close links are maintained between the care team, guidance and the SPHE department. School in-service should be availed of on SPHE and student welfare. There is good deployment of teachers and attention has been given to achieving a gender balance in the team of SPHE teachers.
- The school is supportive of and facilitates CPD for teachers however, some teachers have not yet had the opportunity to avail of training in SPHE provided by the Post-Primary SPHE Support Service. A planned approach should be implemented to address the CPD needs of teachers in a systematic manner.
- Key policies supporting SPHE and RSE have been developed through consultation with the school community. A school policy on visitors should be developed based on the best practice guidelines in relation to visitors as detailed in Circular 0023/2010.
- While some co-curricular activities have been held, for example, a healthy eating week, these could be further developed to include additional themed weeks to support the SPHE curriculum, for example, a friendship week.
- Information evenings are also organised for parents on a range of SPHE related topics including drug abuse, bullying and healthy eating.

## **PLANNING AND PREPARATION**

- Considerable collaborative work has been undertaken in the development of a subject plan which has been overseen by a committed and effective coordinator. A cohesive and reflective team of SPHE teachers has been established and minuted meetings are held each term. The subject plan would benefit from the role of the SPHE and RSE coordinators being further clarified.
- A 'SMART' (specific, measurable, achievable, realistic and time bound) subject department action plan is being implemented. This excellent practice includes the introduction of the student reflective journal, the development of student portfolios and a review of the subject plan and programme.
- Plans are in place to develop and agree teaching strategies to promote literacy. These should be incorporated into subject planning documentation and used in lessons by all SPHE/RSE teachers. Plans to further address assessment (including end of lesson and end of module evaluations by students) and differentiation strategies including the effective use of questioning in SPHE/RSE should also be progressed
- Common plans should be agreed and implemented and a set of four key learning outcomes and skills for development should be identified for inclusion for each year group. To progress the development of the programme framework, the framework should be extended to include topics, methodologies, resources and assessment strategies and their alignment for each year of the programme.

- A good range of suitable resources are available. School guidelines from GLEN (Gay and Lesbian Equality Network) should be used to inform planning and lessons resources developed by GLEN should be used to enhance the resources used for RSE.

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The draft findings and recommendations arising out of this evaluation were discussed with the principal and subject teachers at the conclusion of the evaluation. 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.

*Published December 2013*