

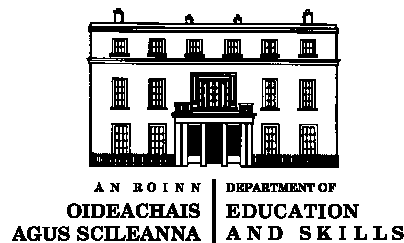
**An Roinn Oideachais agus Scileanna**

**Department of Education and Skills**

**Subject Inspection of Latin  
REPORT**

**Christian Brothers' College (CBC)  
Monkstown, County Dublin  
Roll number: 60180R**

**Date of inspection: 29 November 2013**



**REPORT  
ON  
THE QUALITY OF LEARNING AND TEACHING IN LATIN**

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**INFORMATION ON THE INSPECTION**

<b>Date of inspection</b>	29 November 2013
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and teachers</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during three class periods</li><li>• Examination of students' work</li><li>• Feedback to deputy principal and teacher</li></ul>

**MAIN FINDINGS**

- The quality of teaching and learning was very good and some examples of exemplary practice were observed.
- Students were very well supported and scaffolded in their learning.
- Students were motivated and fully engaged in classroom activities.
- Questioning technique was inclusive and ensured that students were on task.
- Whole-school support is good on the whole.
- High expectations are set and attainment is excellent in the subject.

**MAIN RECOMMENDATIONS**

- Learning outcomes should be clearly communicated to students at the start of lessons and revisited at the end to ensure that learning has been achieved by all students.
  - Students should be given the opportunity to work collaboratively.
  - There should be greater emphasis on literacy development through Latin.
  - Planning for the subject requires review in a number of identified areas, the taster programme should be detailed and the art and civilisation elements of the Leaving Certificate Latin syllabus should be taught.
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## **INTRODUCTION**

CBC, Monkstown is a fee-paying school for boys and it provides Latin in the Junior Certificate and Leaving Certificate programmes but not in the optional Transition Year (TY) programme. It has a current enrolment of 462 students.

## **TEACHING AND LEARNING**

- The quality of teaching and learning was very good and some examples of exemplary practice were observed.
- Lessons were very well planned and paced.
- Resources such as examination papers and notes supported student learning. The use of information and communication technology (ICT) resources was not observed in lessons although it is reported that these are used on other occasions. Given the wide range of ICT resources currently available for language, history and civilisation, it is recommended that full advantage be taken of these at every opportunity.
- Questioning technique was inclusive and ensured that students were on task. Questions were probing and students were encouraged to arrive at the correct answer by linking with prior learning. This is good practice.
- Well-considered, challenging, individual tasks engaged students who demonstrated enthusiasm and interest. This is very good work. To build on such good practice, it is recommended that students be given the opportunity to work collaboratively and to become independent learners using investigative approaches.
- Summative assessment is regular especially in the examination classes and this provides a good motivational tool.
- Students were very well supported and scaffolded in their learning and are provided with thoroughly prepared teacher notes on course areas. Students should also learn the skill of note making.
- Students demonstrated good knowledge of vocabulary, grammar and syntax in most cases.
- Student participation in classroom activities was very closely monitored by the teacher and this is highly commended.
- More opportunities to develop general literacy should be explored including the legacy of the classics to English and other modern languages.
- High expectations are set and attainment is excellent in the subject.

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

- Whole-school support is good on the whole. Students have good access to the subject in the junior cycle. In first year, all students have an opportunity to sample the subject for a three to four week period and this is very commendable. Option bands are formed based on student choice and the range of subjects varies from year to year. Uptake fluctuates but is quite good in the junior cycle.

- In the senior cycle, numbers in fifth year are low relative to sixth year and this is a matter for concern. The school should look at additional ways in which it could support provision further given the richness Latin brings to the curriculum.
- Timetabling provision is adequate with four lessons in the junior cycle and five in the senior. As Latin is set against some practical subjects, double lessons are frequent. Distribution of lessons can be uneven especially in the junior cycle. While taking the practicalities of timetabling option bands into consideration, the school should examine ways in which to ensure even distribution especially in the junior cycle.
- Resources are good and a budget is made available to the department.
- The vast majority take Latin at higher level and this demonstrates high expectations set.
- It is very positive that, where feasible, Greek and Roman civilisation features in the TY programme. In the interests of continuity of learning, the school should explore ways in which the Latin language could be provided in the TY programme.
- One highly experienced and committed teacher is involved in subject delivery and there is very positive engagement with the teachers' professional network.

#### **PLANNING AND PREPARATION**

- The subject plan documents aims and objectives. The role of the co-ordinator is defined. Examination outcomes are analysed and this is commendable. These should now feed into planning for the subject in the context of school self-evaluation.
- There are some identified weaknesses in planning and it is recommended that the plan for Latin be reviewed in a number of areas.
- A learning outcomes framework should be adopted that links content to methods, resources (including ICT) and assessment.
- The first-year taster programme should be fully documented and should be varied in content to cater for diversity of learning needs and styles and to reflect the variety inherent in the subject itself. Advantage should be taken of the excellent digital materials available through the standard recommended texts for the junior cycle, suitably adapted to the short time frame of the taster programme.
- It is positive that a chronological scheme of work ensures a systematic delivery of the syllabus in both the Leaving Certificate and Junior Certificate programmes. While almost all senior cycle syllabus content is taught, the prescribed art and civilisation elements of the Leaving Certificate Latin syllabus are not currently included in the programme for learning. This needs to be addressed, not only as art and civilisation are described in the syllabus but also because omission limits students' experience of Latin.
- The assessment section of the plan would benefit from greater detail to reflect good classroom practices, for example, peer-assessment.
- To complement the junior cycle syllabus's emphasis on cultural and linguistic literacy, the plan should specify the ways in which Latin develops literacy across the curriculum. This would also link in well with the school's literacy policy.
- The plan should catalogue all resources available to the subject to assist in planning for improved provision.

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The draft findings and recommendations arising out of this evaluation were discussed with the deputy principal and teacher 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.