

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Follow-Through Inspection

REPORT

Ainm na scoile/ School name	C.B.S. Thurles
Seoladh na scoile/ School address	Rossa St Thurles Co Tipperary
Uimhir rolla / Roll number	65450W

Date of Evaluation: 14 December 2016



Follow-Through Inspection

ORIGINAL INSPECTION DETAILS	FOLLOW THROUGH INSPECTION DETAILS
Type: Subject Inspection of Business Studies Date of Inspection: 24 January 2014 Report Published? Yes	Date of Inspection: 14 December 2016
Follow-through inspection activities	
<p>The following activities took place in the course of the follow-through inspection</p> <ul style="list-style-type: none"> • Meeting with principal • Interview with relevant teachers • Review of school documentation and records and students' work • Observation of teaching and learning • Interaction with students 	
Recommendation in original inspection report	Progress achieved to date on implementation of recommendation
<p>Teachers are advised to broaden the discussion at subject department level about the range of teaching strategies used so that good practice can be shared and applied among the group of teachers.</p>	<p>Very good progress</p> <ul style="list-style-type: none"> • The minutes of subject department meetings since the original inspection indicate that good quality discussion has taken place. The teachers have shared their experience about the range of teaching approaches they individually use with specific topics in Business Studies. • Each May since the subject inspection, the subject department has conducted a review of teaching strategies appropriate to topics on the course. In doing so, the teachers have generated a very useful document which links specific teaching strategies to topics. The teachers have also assigned responsibility among themselves for trialling the approaches discussed. • The school's management has facilitated the introduction of team teaching with some of the class groups. This has provided the business team with the opportunity to share and mirror teaching approaches while ensuring that educational supports for students are in place.
<p>Teachers should broaden the range of formative and summative assessment strategies that are used.</p>	<p>Good progress</p> <ul style="list-style-type: none"> • The subject teachers have agreed a number of key strategies for assessment within the subject. The introduction of tablet devices

	<p>for junior cycle students has prompted some teachers to explore the use of an educational platform to support students' self and peer assessment of question sets.</p> <ul style="list-style-type: none"> • Pair work was evident in the lessons observed as a support to peer assessment among students. • Oral questioning was used frequently by the teachers to assess students during lessons, and as a strategy for differentiation. • Teachers of first-year groups are using anticipation exercises with students to activate prior learning and to provide a reference point for students' review of learning at the end of topics. • To support the department's development of its assessment strategies it has devised an assessment policy. Class tests are graded and include correction of errors. There was only occasional evidence of teachers including written feedback for improvement on these tests or on students' extended pieces of work. Further development of this and of other formative feedback approaches, including the use of success criteria to support peer and self-assessment, is recommended.
<p>The subject department is advised to include the views of both students and teachers when reviewing the schemes of work.</p>	<p>Very good progress</p> <ul style="list-style-type: none"> • Since the original inspection in 2014 the department has been incrementally developing its reflective review approach to its schemes of work. • One outcome of this approach has been the review of the first-year taster programme, to now include the topic of business documents. The inclusion of this student-friendly topic has a secondary objective of increasing students' uptake of the subject into second year. • In May 2015, the department agreed a template for use in the current school year. The template includes a topic-based student and teacher reflection with associated actions. This is a very good approach in light of the introduction of the new junior cycle business studies specification.
<p>Summary of findings</p>	
<ul style="list-style-type: none"> • The subject teachers have engaged exceptionally well with the planning recommendations of the previous inspection. • The subject teachers have engaged to a very high level in reflection on their individual teacher practices and have shared their experiences and expertise with each other. 	

- School management has initiated team teaching within the department as a means of supporting students to improve attainment.
- Very good support documentation has been developed including registers of advised teaching strategies and a subject-specific assessment strategy.
- Assessment strategies are evolving in practice in the classroom and the department is developing approaches to support peer and self-assessment.

Recommendations

- Teachers should develop the use of success criteria and should provide more written formative feedback on extended pieces of work, to support students' abilities to improve their learning.

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.