



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Subject Inspection: History

REPORT

Ainm na scoile/School name Regina Mundi College

Seoladh na scoile/School address Douglas Road
Cork

Uimhir rolla/Roll number 62691G

Dáta na cigireachta/
Date of evaluation 13/11/2025

Dáta eisiúna na
tuairisce/Date of issue
of report 02/03/2026

What is a subject inspection?

Subject Inspections report on the quality of work in individual curriculum areas within a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

How to read this report

During this inspection, the inspector(s) evaluated learning and teaching in History under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

Included in this subject inspection report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations.

Actions of the school to safeguard children and prevent and tackle bullying

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<i>Child Protection</i>	<i>Bí Cineálta</i>
1. The name of the DLP and the Child Safeguarding Statement (CSS) are prominently displayed near the main door of the school / in the reception area. <i>Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS.</i> 2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment. 3. All teachers visited were aware of who to go to if they had a child protection concern.	1. The school has developed an anti-bullying policy using Appendix A of <i>Bí Cineálta</i>, it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it. 2. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and students/pupils. 3. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of <i>Bí Cineálta</i>

The school met the requirements in relation to each of the checks above.

Subject inspection

Date of inspection	13/11/2025
Inspection activities undertaken • Review of relevant documents • Discussion with principal and key staff • Interaction with students, including focus groups	• Observation of teaching and learning during four lessons • Examination of students' work • Feedback to principal and relevant staff

School context

Regina Mundi College is an all-girls, voluntary secondary school under the management of a board of directors. The school had an enrolment of 562 students at the time of the evaluation. The school offered the Junior Cycle programme, a compulsory Transition Year programme (TY), and the Leaving Certificate (Established).

Summary of main findings and recommendations:

Findings

- Teaching learning and assessment in lessons were very good overall; positive relationships between teachers and students were the foundation for learning in all lessons.
- In the very good practice observed learning intentions were linked to the language used in the Junior Cycle History specification; in one highly effective junior cycle lesson the specification was clearly linked to current learning.
- Student knowledge in lessons was very strong; the very successful use of primary sources, to support student progress, was notable in several lessons.
- The provision for History and whole-school support for the subject was very good; the subject was very well supported by the senior leadership team.
- The effect of whole-school planning was evident in the department's documents; a very good example was the mapping of Junior Cycle Wellbeing and the Transition Year Statement 2025 into department planning documents using templates provided at whole-school level.
- Planning and preparation were good overall; whole school approaches to teaching students with additional educational needs were included in the subject plan for example.

Recommendations

- Limited presentations of students' work were on view in some rooms. A dedicated space should be agreed between management and the department for displays related to classroom-based assessment 1 (CBA1) which would also serve as a further strategy for the promotion of History in the school.
- The majority of CBAs in each subject took place in the spring. The school should remain alert to the possibility of over-assessment, taking into account the guidance outlined in Circular 0028/2023.

- The approach adopted to schemes of work was mostly content focussed. When the plan is next reviewed, the relevant learning outcomes, and their associated action verbs, should be linked to units of learning which clearly outline the intended learning for students.

Detailed findings and recommendations

1. Teaching, learning and assessment

- Teaching learning and assessment in lessons were very good overall. Positive relationships between teachers and students were the foundation for learning in all lessons. Well-established routines were visible in the lessons observed. Most notable among these routines was the sharing of learning intentions at or near the beginning of lessons. In the best practice observed, these intentions were on display throughout, and returned to during, and at the close of the lesson. Students in the focus group commented on this process as indicative of what constituted a successful lesson. The broad subject knowledge of teachers was of benefit to students, particularly in the lessons observed where this knowledge facilitated the consideration of local history.
- In the very good practice observed the learning intentions were linked to the language used in the Junior Cycle History specification. In one highly effective junior cycle lesson the specification was clearly linked to current learning. Alongside the learning intentions for the lesson, the relevant learning outcome from the Junior Cycle History specification was on display. While the learning intentions used action verbs to guide teaching and learning, the learning outcome gave students access to keywords and allowed them to check on the expected learning over the longer term. For this very high-quality approach to be more widely used, the National Council for Curriculum and Assessment *Focus on Learning* series should be used by the History department to further explore the linkage between the specification and the use of learning intentions.
- Student knowledge in lessons was very strong. The use of primary and secondary sources as a support to student learning was also prominent, including video, visual and written sources in almost all lessons. The very successful use of primary sources, to support student progress, was notable in several lessons. This grounded students' understanding of the area of study in the time in which it took place and provided them with first hand views of historic events. In the focus group, students were clear on the use of a variety of sources as evidence for historical events.
- Students were given opportunities to contribute to discussions on history in all lessons. The students in the focus group regarded discussion as an important part of lessons and said they were encouraged to be involved. Junior cycle lessons included pair and group work which allowed students to confer with each other, before sharing with the whole group. This permitted students to take ownership of their learning and to learn from each other. Senior student participation was facilitated with particularly effective circulation of the room by teachers to support students. The primary method used by teachers to engage students in lessons was questioning to establish students' prior knowledge. In order to reach every student this technique should be further mixed with targeted, cold-calling questioning. The introduction of wait-time to give students opportunities to consider their answers should be a focus of the department when teachers discuss methodologies in lessons during department meetings.
- There were examples of student work on file following the subject learning and assessment review (SLAR) process, and students' classroom-based assessments (CBAs) went on display after feedback was given. However, the rooms in which teaching and learning of History took place were, for the most part, not subject specific.

There were limited presentations of students' work on view in some rooms. A dedicated space should be agreed between management and the department for displays related to classroom-based assessment 1 (CBA1), the Past in My Place, as assessment guidelines note that: 'students will present their research in the form of a display, of the type that they may encounter in a museum, heritage centre or library'. This would also serve as a further strategy for the promotion of History in the school, alongside the noticeboard which was used for the promotion of the subject to junior cycle students, and for notification of outside competitions and talks.

2. Subject provision and whole-school support

- The provision for History and whole-school support for the subject was very good. The subject was very well supported by the senior leadership team. The provision for teaching and learning of History on the timetable was in line with the minimum requirements. All teachers have attended continuing professional development (CPD) provided by the support service OIDE.
- The effect of whole-school planning was evident in the department's documents. A good example was the mapping of Junior Cycle Wellbeing in department planning documents using a template provided at whole-school level. The Transition Year Statement 2025 was also mapped onto TY History plans. The whole-school perspective on TY was visible in the specific TY History module. It was combined with a very good approach to TY History which also considered both the subject sampling component and the student dimensions of the TY Statement. The school's subject assessment policy was notable for the inclusion of a student reflection sheet on some class tests; it too was in use in the History department.
- In the focus group, students spoke of the value of completing CBAs, in History this often involved investigating family history. However, they also referenced having many CBAs scheduled at once. The school had adjusted the assessment schedule in response to a previous recommendation to end the placing of November assessments alongside classroom-based assessment. However, the majority of CBAs in each subject now take place in the spring. The school should remain alert to the possibility of over-assessment in this context, taking into account the guidance outlined in Circular 0028/2023.

3. Planning and preparation

- Planning and preparation were good overall. Whole school approaches to teaching students with additional educational needs were included in the subject plan for example. However, the approach adopted to schemes of work was mostly content focussed, and while many of the components of a high-quality plan were included, a degree of reorganisation and further collaboration was needed. In junior cycle plans, for example, though the specification is mentioned throughout, some learning outcomes are missing, most notably learning outcome 2.11 on local history. The plan does not reflect the depth of planning undertaken by individual teachers. When the plan is next reviewed, the relevant learning outcomes, and their associated action verbs, should be linked to units of learning which clearly outline the intended learning for students. As local history was very well considered by individual teachers, this too should be included in the overall plan. This revised plan should also include space for teacher reflection so that some of the informal planning that evidently takes places can be recorded for consideration by the whole group at appropriate times.
- Individual lesson planning and preparation by teachers was very good and teaching and learning was, overall, very successful as a result. The production of separate documents for possible resources to be used in lessons for teaching and learning was a positive

step, and using this document to collaboratively develop learning experiences for students that are unique to their context should be a focus for collaborative department planning and extended to all lessons where it is appropriate.

- The minutes of SLAR meetings were included among the department's documents. Recently, the History department moved the timing of feedback to students on completed CBAs. It now takes place closer to the completion of the SLAR process. This was an important student-focussed decision. SLAR meetings were reported to have effectively supported the development of professional conversations among teachers. The professional dialogue apparent in these meetings, about which teachers were very positive, should be a guide towards future planning meetings.

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



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For the students of Regina Mundi College about their learning in History

Date of inspection:

13/11/2025

What kind of inspection did your school have?



A subject inspection was completed in your school. The inspector observed lessons and spoke with the principal and teachers. The inspector met with a group of students to talk to them about their learning in History.

What were the main findings of the inspection?



- Teaching learning and assessment in lessons were very good overall; positive relationships between teachers and students were the foundation for learning in all lessons.
- In the very good practice observed learning intentions were linked to the language used in the Junior Cycle History specification.
- Individual lesson planning and preparation by teachers were very good; lessons were very well planned, and teaching and learning were, overall, very successful as a result.

What did the inspector recommend to make teaching and learning better in History?



- There were limited presentations of students' work on view in some rooms. A dedicated space should be agreed between management and the department for displays related to classroom-based assessment 1 (CBA1).
- Students commented in the focus group on having too many CBAs at once. The school should remain alert to the possibility of over-assessment.

Thank you for taking the time to read this page.
Special thanks to the students who participated in the focus group.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Examples of descriptive terms
Excellent	Provision that is excellent is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	Provision that is very good is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	Provision that is good is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	Provision that requires improvement to achieve a good standard is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	Provision that requires significant improvement to achieve a good standard is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective