

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

**Subject Inspection in Art, Craft and Design**

**REPORT**

<b>Ainm na scoile / School name</b>	Coláiste Dún An Rí
<b>Seoladh na scoile / School address</b>	Kingscourt Co Cavan
<b>Uimhir rolla / Roll number</b>	76313A

**Date of Inspection: 12-11-2019**



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

## **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.

### **HOW TO READ THIS REPORT**

During this inspection, the inspector evaluated learning and teaching in Art, Craft and Design 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.

The board of management was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

## **CHILD PROTECTION**

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

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

## SUBJECT INSPECTION

### INSPECTION ACTIVITIES

<b>Date of inspection</b>	12-11-2019
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and key staff</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during two lessons</li><li>• Examination of students' work</li><li>• Feedback to principal and art department</li></ul>

### School context

Coláiste Dún an Rí is a multi-denominational co-educational school with a current enrolment of 405 students. It operates under the trusteeship of the Cavan Monaghan Education and Training Board (CMETB). In 2017 the school moved into new purpose-built accommodation. Currently, the school is providing the Junior Cycle and Transition Year (TY) programmes. Art is an optional subject at Junior Cycle and included as a core module in TY.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- The overall quality of teaching and learning was good; student-teacher rapport was observed to be very good.
- Students' art work is exhibited to very good effect and this commendable practice creates high expectations for students' achievement.
- The quality of assessment is good overall; though higher-order questions were not consistently used in all lessons.
- The quality of subject provision and whole-school support for Art is very good; there is a lack of appropriate protection around the kiln and this needs to be addressed.
- Overall, good-quality progress has been made in planning and preparation to support the teaching and learning of Art; aspects of TY planning need to be developed further.
- Commendably, the art department holds regular cross-departmental planning meetings to explore cross-curricular links with other practical subjects; actions arising from these meetings are documented but currently not shared with senior management.

#### Recommendations

- The art department should plan for the further use of higher-order questions to assess individual student's learning and to support student engagement in all lessons.
- School management should now plan, as resources permit, for the provision of appropriate protection in respect of the kiln.
- The art department needs to develop and include differentiated learning intentions which support the varying experiences and abilities of students in Art in the TY plan.
- Actions arising from cross-departmental planning meetings and subject department meetings should be shared with senior management.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of teaching and learning was good. The relationship between students and their teacher was observed to be warm and affirming in the lessons observed.
- Student behaviour was very good in all lessons. It was evident that students have clearly established routines for managing classroom materials.
- A stimulating and well-organised learning environment was apparent. Students' art work was exhibited to very good effect and the range of artwork displayed modelled best practice and created high expectations for students' achievement.
- At the start of all lessons, clear learning intentions were shared with students. Good continuity with prior learning was noted. Students, in the main, were motivated to learn through having a clear sense of attainable learning intentions.
- All lessons were very well prepared. Primary sources were well used to support learning. The samples of students' work reviewed during the evaluation further indicated that primary sources are well used as a starting point for project work.
- Many opportunities were provided for students to work together. It is good practice that time was planned to include peer review and reflection on the group work observed in lessons. During these instances students demonstrated good use of subject-specific language when discussing their work and reflecting on their ideas.
- In all lessons observed some good differentiated teaching strategies and good use of teacher-designed worksheets were noted. However, the worksheets were prepared in the same way for all students. Given the range of student abilities in art lessons, there is scope for greater differentiation when using teacher-designed resources to support and challenge all learners.
- Information and communications technology (ICT) was used effectively to enhance explanations and display images designed to support student learning. Student engagement was most effective when electronic presentations or video clips were used to prompt discussion; for instance in a fashion module there was good discussions around sustainability and texture.
- The quality of assessment is good overall. At the beginning of each lesson, while sharing learning intentions, the teacher also communicated how learning would be assessed. As a result students were very clear in their understanding of how they would know what they had learned during each lesson.
- A range of questioning strategies was used in all of the lessons observed. Lower-order recall questions were dominantly used. In almost all instances the questions posed required very brief answers, with the teacher then expanding on the answers. At times, there were opportunities to use more higher-order questioning to assess individual student's learning and to support student engagement and this is recommended.
- The art department has developed an effective strategy to encourage students to reflect on their learning following an assessment on a key piece of work. Students record their reflections on a well-designed template provided by the art department. To build on this good practice, the template design should be extended to support students further in addressing how they will use their reflections to make improvements to progress their work.

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

- The quality of subject provision and whole-school support for Art is very good. Option bands are constructed based on students' choices after completing a subject sampling programme.
- A health and safety statement was reviewed in the subject plan and all appropriate risk assessments in relation to the art department and specialist equipment are completed. There was a very good focus on health and safety procedures in all of the lessons observed and appropriate safety signage is displayed in the specialist room.
- A health and safety issue with regard to specialist equipment was noted. There was a lack of appropriate protection around the kiln. School management should now plan, as resources permit, for the provision of appropriate protection in respect of the kiln.
- There is a very good level of engagement with continuing professional development (CPD). It is noteworthy that learning from subject-specific CPD impacts positively on the programme plan for Art.

## **3. PLANNING AND PREPARATION**

- Overall, good-quality progress has been made in planning and preparation to support the teaching and learning of Art.
- It was evident from the planning documentation reviewed that, in planning for Junior Cycle, the art department has integrated the study of visual culture and appreciation intrinsically with practical work. This is good practice.
- This is the first year of the TY programme in the school. The art plan adequately focuses on developing requisite skills for those who have not studied Art. However, there is scope to ensure that students who have already studied Art are facilitated to build on skills previously acquired. It is recommended that differentiated learning intentions which support the varying experiences and abilities of students in Art be developed and included in the plan.
- Learner outcomes in certificate examinations are analysed effectively and include a commentary on the results. There is scope to conduct a deeper analysis in order to gather emerging trends and to identify targeted subject-specific priorities to support learning in Art.
- Good lines of communication exist between the art department and senior management through regular formal meetings. At times the art department explores cross-curricular links by meeting with colleagues from other practical departments during formal meeting periods. This is good practice. While minutes of meetings are kept by the teacher of Art, no formal minutes are shared with senior management. It is recommended that minutes from all meetings are shared with senior management.
- The art department is dedicated to promoting Art within the school through a commendable range of initiatives. Such examples include an art club, the development of a creative schools plan which is led by students, and the organisation of a number of practical projects in which students work with local artists.

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

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

### **Part A: Observations on the content of the inspection report**

The Board of Management welcomes the findings of this report.

The Board is pleased that good quality teaching and learning was recognised and affirmed. The Board welcomes the positive advice given to promote and enhance existing practice.

The Board also acknowledges that the report commends the very good provision for the subject in the school and the good quality planning and preparation.

### **Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection**

The recommendations of the report have/will be addressed as follows:

- The further use of higher order questions and differentiated strategies will be developed through provision of CPD in assessment for learning and instructional leadership.
- Installation work on the protection cage around the kiln will be completed in the coming weeks. The kiln is not used when people are present in the room.
- Good lines of communication exist between senior management and the subject department with regular meetings and access to documents already in place. These meetings will now include a formal sharing of minute documents for senior management.

## 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 of quality the school's provision of each area.

Level	Description	Example of descriptive terms
<b>Very Good</b>	<b>Very good</b> applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is <b>outstanding</b> and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
<b>Good</b>	<b>Good</b> applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<b>Satisfactory</b> applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
<b>Fair</b>	<b>Fair</b> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
<b>Weak</b>	<b>Weak</b> applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;