Curriculum Evaluation
Physical Education

REPORT

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<tr>
<th>Ainm na scoile / School name</th>
<th>Scoil Náisiúnta Corr Lorgan</th>
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<tr>
<td>Seoladh na scoile / School address</td>
<td>Corlurgan</td>
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<td>Cavan</td>
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<td>County Cavan</td>
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<td>Uimhir rolla / Roll number</td>
<td>18518P</td>
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Date of Evaluation: 05-04-2017
WHAT IS A CURRICULUM EVALUATION?
Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the Primary School Curriculum (1999). 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 Physical Education under the following headings:
1. Quality of pupils’ learning
2. Supporting pupils’ learning through learning experiences and teachers’ practice
3. The effectiveness of school planning, including SSE, in progressing pupils’ learning

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.
Curriculum Evaluation

INSPECTION ACTIVITIES DURING THIS INSPECTION

<table>
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<tr>
<th>Date of inspection</th>
<th>05-04-2017</th>
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<tr>
<td>Inspection activities undertaken</td>
<td>Observation of teaching and learning</td>
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<td>Examination of pupils’ work</td>
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<td>Interaction with pupils</td>
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<td>Feedback to principal and teachers</td>
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• Discussion with principal and teachers
• Review of relevant documents
• Pupil focus-group interview

SCHOOL CONTEXT
Scoil Náisiúnta Corr Lorgan operates under the patronage of the Catholic Bishop of Kilmore. There are one hundred and seven pupils enrolled across four classrooms. The school attained an Active School Flag in 2013 and is working currently towards the renewal of this flag.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS
• The quality of learning in Physical Education is very good.
• The teaching of Physical Education, as observed, was of a very high standard.
• There is variety, progression and development in the programme taught which includes the use of the outdoor adventure activity area.
• While teachers’ short-term planning supports the delivery of very effective individual lessons, it does not readily facilitate the monitoring of continuity and progression in teaching and learning throughout the school.
• The whole-school plan and the school improvement plan for Physical Education are very effective in providing for variety, breadth and balance in pupils’ learning experiences.
• Engagement with the school self-evaluation (SSE) process, as undertaken prior to the teachers’ union directive, is having a very good impact on pupils’ learning.

RECOMMENDATION
• Teachers should adopt the use of curriculum content objectives in their short-term planning to support the monitoring of progression in pupils’ learning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS’ LEARNING IN PHYSICAL EDUCATION

Overall, the quality of pupils’ learning in Physical Education is very good. Pupils demonstrate high levels of agility, balance and co-ordination and commendable understanding of the importance of health-related fitness. They engage very competently in the athletic skills of running, jumping and throwing and in a range of gymnastic movements. During the evaluation, senior pupils engaged ably
in the exploration, creation and performance of contemporary dance. Pupils are making progress in their learning and they are motivated through having attainable yet challenging individual, pair and group learning activities. Interactions with pupils, during lessons and the focus-group discussion, indicated that pupils have high levels of confidence and self-esteem in respect of their physical education learning. They reported that lessons are fun and engaging. In particular, they highlighted participation in the outdoor physical activity area as a highly enjoyable learning experience.

2. SUPPORTING PUPILS’ LEARNING IN PHYSICAL EDUCATION: LEARNING EXPERIENCES AND TEACHERS’ PRACTICE

Support for pupils’ learning in Physical Education is of a very high standard. Enjoyment of the subject is promoted through a very appropriate balance of competitive and non-competitive activities, including local and regional sporting events and school-based activities. Pupils have participated in various activities, such as orienteering and gymnastics, during school tours that consolidate their learning in aspects of the curriculum. The whole-school community is to be highly commended for the development of an outdoor physical activity area which increases pupils’ participation in outdoor activities.

Teaching in the subject is of a very high standard. Teachers have completed relevant professional development courses in various areas of the PE curriculum. During the evaluation, teachers delivered well-structured lessons in a safe learning environment. All teachers placed very good emphasis on the development of pupils’ skills through the provision of purposeful learning experiences with an appropriate level of support and challenge for all pupils. It is praiseworthy that teachers promote pupils’ ownership of their learning by, for example, providing senior pupils with opportunities to design and implement whole-school circuit-training activities. Teachers actively promote pupils’ sense of achievement in learning through regularly affirming their efforts and are committed to equipping pupils with skills and techniques that they can use into adulthood.

Teachers’ short-term planning supports the delivery of very effective individual lessons. However, such planning does not readily facilitate the monitoring of continuity and progression in teaching and learning throughout the school. It is recommended that teachers adopt the use of curriculum content objectives in their short-term planning to better support the monitoring of progression in learning.

The quality of assessment in the subject is commendable overall. Very good use is made of teacher observation to inform differentiation of learning activities during lessons. Pupils are encouraged to make effective use of assessment-for-learning (AFL) strategies, such as learning logs, in some areas of the PE curriculum. Further use of AFL strategies is advised to provide pupils with opportunities to devise and review individual learning goals on a regular basis.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS’ LEARNING IN PHYSICAL EDUCATION

The whole-school plan, including SSE, in progressing pupils’ learning is very good overall. A collaborative and consultative process underpins the development of the plan. It is contextualised to the needs of the school and it informs and reflects individual teachers’ practice with regard to teaching approaches, methodologies and the inclusion of pupils with additional needs. It provides adequately for the teaching of key concepts and skills. It also outlines an appropriate role and specific programme of work for external coaches in their delivery of aspects of the programme. Commendably, the school
has specific success criteria in place to inform the development of a programme of aquatics aimed at providing appropriate support and challenges for all pupils. Evidence of work undertaken prior to industrial action at national level indicates that the school was making very good progress in respect of SSE. The school is not engaging with SSE currently. The three-year school improvement plan is supporting the development of pupils’ learning very effectively. Teachers have plans in place to enhance the learning experiences of pupils with regard to folk dance and games. Specific targets in the school improvement plan are reviewed as a means to ensuring optimal breadth, balance and development in the programme taught.
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 of Corlurgan N.S. believes this to be a very fair and thorough report on the delivery of the physical education curriculum throughout the school. The board is very pleased with the many strengths highlighted in the report including the noteworthy praise for the whole-school community in the development of the activity area.

The board believes that the report, which identifies a very high standard of support for pupils’ learning and a very high standard of teaching in the subject, is an accurate reflection of the professionalism, hard work and dedication of the staff.

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 board of management will work with the staff to implement the findings in the report. The staff has already begun to focus its attention on the areas identified for improvement. The staff is currently in the process of modifying its current short term planning to readily include curriculum content objectives to enable the monitoring of progression in pupils’ learning.
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 the school’s provision of each area.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example of descriptive terms</th>
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<tr>
<td>Very Good</td>
<td><strong>Very good</strong> 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 <strong>outstanding</strong> and provides an example for other schools of exceptionally high standards of provision.</td>
<td>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</td>
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<td>Good</td>
<td><strong>Good</strong> 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 very good standard.</td>
<td>Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement</td>
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<td>Satisfactory</td>
<td><strong>Satisfactory</strong> 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.</td>
<td>Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas</td>
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<td>Fair</td>
<td><strong>Fair</strong> 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.</td>
<td>Fair; evident weaknesses that are impacting on pupils’ learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve</td>
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<td>Weak</td>
<td><strong>Weak</strong> 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.</td>
<td>Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;</td>
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