

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

**Subject Inspection in Physical Education**

**REPORT**

<b>Ainm na scoile / School name</b>	Presentation College
<b>Seoladh na scoile / School address</b>	Headford Co. Galway
<b>Uimhir rolla / Roll number</b>	63040Q

**Date of Inspection: 11-10-2019**



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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 Physical Education 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 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.

## **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>Dates of inspection</b>	10 - 11 October 2019
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and key teachers</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during four (eighty minute) lessons</li><li>• Examination of students' work</li><li>• Feedback to principal, deputy principals and relevant teachers</li></ul>

### School context

Presentation College is a voluntary co-educational post-primary school under the patronage of Catholic Education an Irish Schools' Trust (CEIST). The school offers Junior Cycle, an optional Transition Year (TY) programme, the Leaving Certificate, the Leaving Certificate Vocational Programme and the Leaving Cert Applied Programme. Current enrolment stands at 778 students.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- The teachers of Physical Education work hard and in a reflective manner, are open to learning from each other, provide a wide range of extra-curricular physical activities and have engaged very well with digital learning technologies to enhance subject delivery.
- The overall quality of teaching is good; practice was very good in half of lessons observed and fair to satisfactory in all other lessons.
- Overall student learning was satisfactory; the student experience was limited by a curriculum dominated by the invasion and net-games strands.
- While in some lessons very good teaching and classroom management practices were observed, the routines associated with the arrival, preparation, presentation and participation in a significant minority of physical education lessons required significant improvement.
- Whole-school support for the subject is satisfactory; a significant minority of lessons are delivered by teachers who do not have the appropriate qualifications recognised by the Teaching Council for the teaching of Physical Education
- The overall quality of collaborative planning and preparation is satisfactory, with formal departmental meetings recorded in detail and teachers attending regular continuing professional development (CPD); however, planning for both junior and senior cycle is under-developed.

#### Recommendations

- A physical education full-value contract should be implemented, in conjunction with parents and students, to outline the ground rules, participation parameters, physical education uniform, behaviour and presentation for physical education lessons.
- The board of management should ensure that all physical education lessons are delivered by teachers who hold qualifications recognised by the Teaching Council for the teaching of Physical Education.
- Junior Cycle plans should be developed to align with the Junior Cycle Framework and to include authentic assessments, and units of learning for fifth and sixth-year Physical

Education should be designed and implemented as soon as possible, ensuring that students have a broad and balanced experience of the subject.

## **DETAILED FINDINGS AND RECOMMENDATIONS**

### **1. TEACHING, LEARNING, AND ASSESSMENT**

- The overall quality of teaching is good; practice was very good in half of lessons observed and fair to satisfactory in all other lessons.
- Students reported that the use of video to display exemplars of fundamental movement skills was highly beneficial to their learning. Also, effective sharing of success criteria with students, promoting a peer-assessment approach to developing fundamental movement skills in first-year, with very good implementation was noted in a few lessons.
- Overall student learning was satisfactory. The student experience was limited by a curriculum dominated by the invasion and net-games strands. Junior-cycle students reported that they have no learning experiences in Dance, Health-related fitness, Aquatics and Outdoor and Adventure strands.
- There was a structure to most lessons involving a roll call, an introductory, development and recap phase. In most lessons, well-developed classroom routines are firmly established and are a significant aid to efficient classroom management. However, in a significant minority of lessons, the routine associated with the arrival, preparation, presentation and participation in physical education lessons is an area for significant improvement, with some inappropriate off-task behaviour noted. To support high levels of student participation and learning, a full value contract, referencing the routines, expectations and uniform for physical education lessons should be integrated into a unit of learning at the beginning of each term with every class group. The school's ladder of referral poster, linked to the code of behaviour, should also be displayed on the walls of the physical education hall and appropriately referenced to set high expectations for students.
- Mixed-ability class groups were introduced to first year in September 2019 and this has had an impact on the creation of a positive, inclusive learning culture in the lessons observed. The set class formation in a third-year lesson observed had a negative impact on the learning culture.
- Global questioning was used as an assessment strategy in the half of lessons observed. Student responses indicated a good level of understanding of the topic at hand. It is advised that teachers collaborate on methods to introduce more effective questioning.
- The quality of assessment practice is satisfactory. In a minority of lessons, the teacher provided the success criteria to the students prior to self and peer assessment activities. Students had opportunities to observe their peers attempting a fundamental movement skill and provided feedback to their peers based on the success criteria identified. The deep learning observed during these activities was noteworthy. An appropriate learning culture was not observed in half of lessons. In a significant minority of lessons, assessment practices such as sharing learning intentions and success criteria were not observed.

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

- The quality of subject provision and whole-school support is satisfactory.
- Deployment of teaching resources to Junior Cycle Physical Education, to deliver at least eighty minutes of Physical Education to all year groups, is very good. However, the current deployment of teaching resources to Senior Cycle Physical Education has room for improvement. A significant minority of Senior Cycle Physical Education lessons are taught by teachers who do not have a qualification recognised by the Teaching Council for Physical Education.
- School management has demonstrated good initiative by introducing units of learning in Dance to TY Physical Education, by making arrangements to use the facilities at a nearby community centre, and by organising team teaching between a qualified teacher of Physical Education and an external provider.
- It was reported that students in the special class experience Physical Education through reverse integration into mainstream lessons. Commendably, the students in the special class are timetabled individually for at least one hundred and twenty minutes of Physical Education every week.
- A significant majority of teachers are successful in raising the physical activity levels of students in the school through a wide range of extra-curricular physical activities.
- The provision for digital learning technologies (DLT) is very good; a projector, laptop and Wifi are available to support teaching, learning and assessment in Physical Education. To further develop the use of DLT, a dedicated set of mobile devices for Physical Education is recommended, as resources permit.

## **3. PLANNING AND PREPARATION**

- The teachers of Physical Education work hard and in a reflective manner and are open to learning from each other. The quality of collective subject planning and preparation is satisfactory overall with some scope for improvement in a number of areas.
- The Junior Cycle plans provide an outline of schemes of work. The schemes of work do not align with the Junior Cycle framework. It is advised that Junior Cycle plans are developed to align with the Junior Cycle Framework.
- Senior-cycle planning for fifth and sixth-year is weak. Sixth-year students choose a physical activity from the following list: games, walking or supervised study. The students remain with the activity for the entire year. This provides an option of physical activity participation but it is not meeting the delivery of Physical Education as a curricular area. It is recommended that units of learning for fifth and sixth-year Physical Education are designed and implemented as soon as possible.
- Minutes of department meetings are recorded and it is commendable that the teachers have participated in CPD events such as the Y-PATH programme. Consideration should be given to the Y-PATH programme in the creation of Wellbeing modules development to address identified needs in the context of the school.

- It was reported that parents and students lack awareness as to the plan, content and purpose of Physical Education. It would be advantageous to share the yearly physical education plan for each year group and a departmental participation policy for Physical Education with students and parents.

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.

## 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;