

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Art, Craft and Design

REPORT

Ainm na scoile / School name	Coláiste Rís
Seoladh na scoile / School address	Sráid An tSéipéil Dún Dealgan Contae Lú
Uimhir rolla / Roll number	638800

Date of Inspection: 17-10-2016



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.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated learning and teaching in Art, Craft and Design under the following headings:

1. Learning, teaching 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; a response was not received from the board.

SUBJECT INSPECTION

INSPECTION ACTIVITIES DURING THIS INSPECTION

Date of inspection	17 October 2016
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and key staff• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during three class periods• Examination of students' work• Feedback to principal, deputy principal and relevant staff

SCHOOL CONTEXT

Coláiste Rís is co-educational voluntary secondary school under the trusteeship of the Archdiocese of Armagh and the Edmund Rice Schools Trust (ERST). The school has a current population of 611 students. Art is offered as an optional subject within the Junior Certificate, the Leaving Certificate, the Leaving Certificate Applied (LCA) and the Transition Year (TY) programmes.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The overall quality of teaching and learning was good; lessons were well structured and delivered at an appropriate pace.
- Suitably high expectations were set for students' engagement and participation; students in turn were positive about their learning.
- While appropriate provision is made for assessing students' progress in Art, there is scope to improve some aspects of this provision.
- The facilitation of leadership roles for art students is noteworthy.
- A very good focus is placed on supporting teachers' continuing professional development (CPD).
- Subject department planning is well progressed; there is scope to enhance planning for the use of primary sources as stimuli for project work.

RECOMMENDATIONS

- Questioning strategies should be extended to ensure a better balance between the use of global and directed questioning.
- Strategies to engage students in using the formative feedback provided on their work should be developed, so as to facilitate them to take better ownership of their learning.
- The art department, in collaboration with senior management, should carry out an annual health and safety risk assessment, with particular attention paid to the specialist equipment in the art room.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The overall quality of teaching and learning in the lessons observed was good. Lessons were well structured and were delivered at an appropriate pace.
- Clear learning intentions were shared at the beginning of all lessons. There was good recall of previous learning in all instances. This practice proved effective in supporting the tasks set for the lessons observed.
- A stimulating and purposeful learning environment was apparent. Suitably high expectations were set for students, which contributed to them being positive about their learning. Students' artwork was exhibited to very good effect in the art room and in designated areas around the school.
- Students were competent in using a variety of media. They demonstrated a good knowledge of material appropriateness for set tasks such as printmaking and drawing with wire to construct figures. The content and presentation of written work in copybooks, practical work in notebooks and larger art pieces reviewed during the evaluation displayed progressive learning.
- The art department has identified, as a priority for development, the further use of primary sources as stimuli for project work. However, during the evaluation, an over-emphasis on using secondary sources as the starting point for project work was evident. To support the implementation of the target identified by the art department, the use of well-chosen primary sources that relate to students' interests should be integrated strategically into the schemes of work.
- Overall, the quality of assessment in Art is appropriate; some areas for development were noted. Global questioning was the most dominant questioning strategy used in the majority of lessons observed. This approach was not always the most effective. At times, there were opportunities to use more directed questioning to assess individual student's learning and to support student engagement. Questioning strategies should be extended to ensure a better balance between global and directed questioning to foster students' deeper critical thinking about art work.
- Good differentiated teaching was evident in all lessons. During practical lessons on-going teacher monitoring proved effective in focusing and encouraging the majority of students appropriately. In the TY lesson, very good individualised hint-sheets proved beneficial in supporting students to take ownership over their own learning. The department is encouraged to use this strategy with all year groups.
- Effective oral feedback was provided to students in all lessons. Written feedback on the quality of completed tasks was observed in the student copybooks reviewed. These practices are commended. Moving forward, the department should explore strategies that encourage students to use the feedback provided on theory and practical work, so as to facilitate them to take better ownership of their learning.
- All lessons observed had a strong emphasis on literacy development. In the main, students demonstrated confidence in using appropriate subject language; for example, when discussing their understanding of the process of lino printing. Further opportunities to develop structured oral work should be integrated into lessons.
- There was very good integration of relevant mathematical concepts in the lessons observed. In one lesson, for example, numeracy skills were well integrated into content that focused on

spatial awareness and the registration of a printed image. This good practice should be integrated in subject planning.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The quality of subject provision and whole-school support for Art is good.
- Student access to Art is good. First-year students participate in a taster programme prior to choosing subjects for their Junior Certificate examination. The construction of option bands is informed by students' choices.
- There was a good focus on health and safety procedures in all of the lessons observed. At the time of the evaluation, it was noted that no risk assessment had been carried out formally by the art department. It is recommended that the art department, in collaboration with senior management, carry out an annual health and safety risk assessment. School management should now plan, as resources permit, for the provision of appropriate protection around the kiln to address the concern identified during the evaluation.
- It is commendable that the students of Art are provided with opportunities to assume leadership roles. For example, students lead, organise and curate the annual exhibition of Junior Certificate project work. Such activities provide students with opportunities to enrich their understanding of Art.
- A very good focus is given to supporting teachers' CPD.

3. PLANNING AND PREPARATION

- The overall quality of subject planning is good. Departmental planning outlines general learning outcomes for all year groups. To further develop this practice and support students' learning in both theory and practical work, it is recommended that the department identifies specific learning intentions related to the outcomes already documented in schemes of work.
- Individual teacher preparation for all of the lessons observed was very good. Suitable teaching and learning resources were prepared in advance.
- Overall, planning for TY Art is good. The plan of work indicates an appropriate balance between the study of Art Appreciation and the development of artistic skills. Consideration should be given to devising mechanisms for including the student voice in providing feedback to inform on-going development of this programme of work.
- Management facilitates subject-department meetings. The department, in consultation with senior management, could explore cross-curricular links by meeting with other departments of practical subjects during these formal meeting periods.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and art department 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 quality the school's provision of each area.

Level	Description	Example of descriptive terms
Very Good	Very good 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 outstanding 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
Good	Good 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.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. Overall, learners have access to a basic level of provision. 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
Fair	Fair 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
Weak	Weak 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;