

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Art

REPORT

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| Ainm na scoile / School name | Killina Presentation Secondary School |
| Seoladh na scoile / School address | Rahan Tullamore Co Offaly |
| Uimhir rolla / Roll number | 65630B |

Date of Inspection: 28-03-2019



**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 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.

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

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| Dates of inspection | 27-03-2019 - 28-03-2019 |
| 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 and relevant staff |

School context

Killina Presentation Secondary School is a co-educational, voluntary school under the trusteeship of Catholic Education, an Irish Schools' Trust (CEIST). With a current enrolment of 469 students, the school offers the Junior Cycle School Award (JCSA), optional Transition Year (TY), the established Leaving Certificate and the Leaving Certificate Vocational Programme. This highly inclusive school provides a resource centre with three classes for students with moderate general learning disabilities.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The overall quality of teaching and learning was good, with instances of very good practice.
- Some good assessment practices are in place; in lessons where learning intentions were shared, strategies for students to assess their achievement of them were not implemented.
- The learning space is very well organised, and Art is taught in an atmosphere of mutual respect.
- In line with good practice, the art department encourages the use of primary sources; the integration of skills to process ideas from primary sources is not fully developed.
- The overall quality of planning for Art is very good and lessons were very well prepared.
- Subject provision and whole-school support for Art is very good; the art department has made good progress in raising the profile of Art, and there is scope to develop student leadership opportunities in this context.

Recommendations

- The art department should further develop formative assessment strategies in lessons; this should include the review of learning intentions, the development of success criteria, and students' use of formative feedback to plan for improvement in their own work.
- The art department should plan and implement strategies to integrate the necessary skills to process ideas in Art with students' learning of practical skills, by ensuring that students are able to develop ideas from primary sources that are meaningful and interesting to them.
- Student leadership opportunities should be further explored in the context of the art departments' ongoing initiative to raise the profile of Art in the school.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of teaching and learning was good, with instances of very good practice.
- Topics, and in a few instances learning intentions, were shared with students in lessons, and clear instructions for planned tasks were provided from the outset. To build on this good practice teachers should share both learning intentions and success criteria in all lessons, to ensure that students understand what they will learn and what is required to achieve the intended learning. Furthermore, teachers should reference these during lessons, and facilitate student review to consolidate learning.
- Very good references were made to prior learning in lessons and effective questioning was used to assess students' knowledge and understanding of this. Key words were used highly effectively in this context.
- Highly effective structures are in place for students to set up their workstations and store their work. Students are encouraged to experiment, and to work independently in an environment of mutual respect. Their contribution and effort is highly affirmed.
- Overall students engaged well with learning and asked questions that indicated interest and curiosity. Student work reviewed during the evaluation indicated that their work is of a high quality overall. In a few instances, attendance and motivation impacted on the quality and quantity of students' work. The art department should develop strategies to differentiate appropriately for students not achieving their potential, taking cognisance of the wide range of student abilities and commitment.
- A range of effective teaching approaches was taken in lessons. Overall, a good balance between teacher instruction and student activity was achieved. Clear instructions for planned tasks were provided from the outset in all lessons, and highly effective demonstrations were used to support students' understanding of these tasks.
- Visual culture is integrated well with practical work, through studies of artists' work. This was noted in a first-year lesson where whole-group discussion of artists' work reviewed previously was facilitated. Some students contributed well to the discussion, and many responses were thoughtful and indicative of very good subject knowledge. To prompt broader discussion, visuals of the artists' work should be displayed.
- Very-well-organised collaborative work between TY, and fourth-year students attending the school's resource centre, was facilitated through peer-teaching in an Art Social Development lesson. Students were appropriately challenged through meaningful skills-based activities, and benefited from the social interaction and creativity that was promoted in this lesson.
- In line with good practice, students are encouraged to use primary sources as starting points for project work. In some instances students preferred to use their imagination or photographs. While these are valid sources of inspiration, teachers should ensure that students understand the benefits of exploring physical objects that are meaningful and interesting to them, and understand the connection between using primary sources and developing ideas in an imaginative way. This should enhance their creativity, problem-solving and critical-thinking skills.
- The art department uses a range of effective assessment approaches, including student self-assessment. Student work reviewed during the evaluation indicated teacher provision of high-quality written formative feedback, and students' reflections on their own work. Reflections were most effective in a few instances where students noted their ideas and plans for improvement. All students should now be encouraged to use feedback to reflect on their ideas, decisions and practical skills, and to plan for improvement in their own work.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The overall quality of subject provision and whole-school support is very good. A well-equipped specialist art room is available, and students have access to subject-specific materials, including a kiln, for a good range of disciplines. The art department should undertake a risk assessment of student access to the kiln, to ensure that all health and safety concerns are addressed.
- Timetabling of Art is appropriate, with good classroom contact time for all years. In line with good practice, option bands are formed based on student choice.
- Uptake of Art is growing. This is a testament to the recent work of the art department to raise the profile of the subject, and to increase the presence of permanent student artworks in the school, including the creation of large-scale collaborative murals.
- Prefects contribute to the planning and implementation of murals, however there is scope to explore greater student leadership opportunities in Art. This could include meaningful roles in leading and promoting arts-related activities already taking place in the school, and students developing a space to showcase current artwork on a rotation basis.
- The art department provides some good opportunities for students to access Art beyond the curriculum through links with drama, and a range of external art competitions.

3. PLANNING AND PREPARATION

- The overall quality of subject planning is very good. Long-term and short-term plans for teaching, learning and assessment take cognisance of curricular and assessment changes in Art. The art department annually analyses student outcomes in certificate examinations. Commendably, this is used by the art department to set targets for improvement.
- To build on current schemes of work, the art department should link differentiated teaching methodologies to the learning intentions and success criteria. Planning for practical lessons should link the artistic process, and development of ideas from primary sources, with development of skills.
- The art department has established good links with art teachers in local schools and with their subject association, to support their practice. However, the subject co-ordinator currently plans individually for Art. To facilitate discussion of teaching, learning and assessment strategies, the art department should consider meeting with other small subject departments within the school to plan collaboratively where appropriate. Teachers would benefit from the in-house peer-support and shared expertise that this would provide.
- The art department engages in regular continuing professional development (CPD). This pays dividends in the classroom where learning from CPD has impacted positively on the range of art disciplines offered.

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 board of management of the school 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.

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 | 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 <i>very good</i> 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. 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; |

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management welcomes the report on the subject inspection of Art. We are delighted to see the inspection acknowledge good quality teaching taking place in the Art department. The very good organisation and very well prepared lessons as a result of very good planning by the Department is encouraging. We are happy to see that whole school support and provision of Art is very good. Important in our school, is the fact that the Inspectorate witnessed the atmosphere of mutual respect in which classes were taught.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

We will endeavour to address and take action on the recommendations contained in the report. We expect that upcoming in-service on the new Junior Cycle on formative assessment and new strategies will support the department in their implementation of the recommendations. We continue to support growth in student leadership across the school and in the Art department. We have asked the Art department to complete SMART plans to address the identified recommendations.