

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Art

REPORT

Ainm na scoile / School name	Bremore Educate Together Secondary School
Seoladh na scoile / School address	Stephenstown Campus Naul Road Balbriggan
Uimhir rolla / Roll number	68262N

Date of Inspection: 10-10-2018



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.

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

Date of inspection	10-10-2018
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 two class periods• Examination of students' work• Feedback to principal and relevant staff

School context

Bremore Educate Together Secondary School was established in 2016 under the trusteeship of Educate Together. In September 2018 the school moved into new purpose-built accommodation. Currently, it is providing the Junior Cycle programme for 252 students.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The quality of teaching and learning was very good in all of the lessons observed.
- Students in all lessons were motivated to learn through having a clear sense of attainable and challenging learning outcomes.
- The overall quality of in-class assessment was very effective; there is scope to enhance the very good practice to encourage more learner autonomy.
- The quality of whole-school provision and support for Art is very good; specialist facilities are currently being furnished.
- Overall, the quality of planning and preparation to support the teaching and learning of Art is effective; aspects of programme planning for junior cycle are in need for further development.

Recommendations

- To build on the very good practice noted in providing formative feedback, the art department should develop strategies that engage students in using the feedback provided to facilitate them in taking more ownership of their learning.
- To enhance subject planning further, learning outcomes from across the three strands of the specification should be linked within the planned units of learning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- Teaching and learning was of a very high quality in all of the lessons observed.
- At the start of all lessons clear learning intentions were shared with students. Very good continuity with prior learning was noted. Students were motivated to learn through having a clear sense of attainable and challenging learning outcomes.
- Success criteria were used very effectively to structure lessons and, in one instance, were co-created with students. This proved effective in supporting students' learning and in providing learners with opportunities to identify their own learning through the lessons.
- Very high expectations were set for students' engagement and co-operation in all of the lessons observed. Key skills of Junior Cycle such as managing myself, are supported through the range of teaching approaches used in Art lessons. This was evident where the teacher in partnership with students agreed times for each class activity which were manageable and achievable.
- A notable range of teaching approaches was observed. Whole-group demonstrations were frequently used to introduce new skills, and individual attention and instruction were directed appropriately. This led to a highly inclusive and predominantly student-centred classroom.
- Students were engaged purposefully in the tasks assigned. Activities were differentiated to ensure all students were appropriately challenged. For example, the teacher differentiated instructions using both written and visual cues on the students' artwork so they understood what was expected of them, and how they were to achieve their lesson target.
- 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.
- Notably, samples of student work reviewed during the evaluation indicated that primary sources are used as a starting point for project work.
- Keywords were displayed alongside exhibited pieces of work. This strategy supports students in familiarising themselves with terminology for describing artwork. This is good practice.
- Students demonstrated very good use of subject-specific language in all of their interactions during the lessons observed. To support the whole-school literacy priorities, the art department is investigating ways that students could make oral presentations on their work using the school's online platform.
- The overall quality of in-class assessment was very effective in the lessons observed. The art department employs a range of assessment strategies to assess students' understanding and learning in Art, including self and peer assessment, and very effective questioning strategies.
- In the lessons observed learners were provided with very good oral feedback. High quality written feedback was also noted on key pieces of practical work. These strategies support the high expectations set for students. To build on this good practice, it is recommended

that the art department develop further strategies that engage students in using this feedback to facilitate them in taking more ownership of their learning.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The quality of whole-school provision and support for Art is very good. Option bands are constructed based on students' choices.
- All lessons are of one-hour duration. In the lessons observed time management was highly effective. The art department has identified that one hour lessons moving into senior cycle will need to be reviewed. It would be beneficial for the arrangement of one hour lessons to be kept under review, especially when providing for students learning in senior cycle.
- At the time of the evaluation, the specialist room was being furnished and awaiting the arrival of some specialist equipment. Notwithstanding this, the space is very well organised and student work is exhibited prominently.
- 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. This risk assessment should be included as part of the whole-school safety statement.
- There is a strong emphasis on the promotion of co-curricular and extra-curricular activities such as an art club and involvement with *Creative Engagement*. The art department shows great dedication and enthusiasm for the subject and supports many activities in the school; for instance involvements in the Arts week and projects with the English and Ethical Education departments. These initiatives facilitate students' learning about the arts outside of the classroom.
- A very good focus is given to supporting teachers' continuing professional development (CPD). Opportunities to share learning from CPD is facilitated at staff meetings.

3. PLANNING AND PREPARATION

- Overall, the quality of planning and preparation to support the teaching and learning of Art is effective.
- Long-term plans indicate curricular content and learning outcomes for third year, and identify learning intentions for each term in first and second year. A comprehensive subject plan is in place. To enhance this document further, learning outcomes from across the three strands of the Junior Cycle specification should be linked within the planned units of learning.
- An action plan has been developed for Transition Year (TY). It includes a project titled *Room 13*, actions to be undertaken with TY in the next academic year. It would be beneficial to include a timeframe for implementation and review of such actions.
- Planning documentation indicates good links with Art History and it is evident that Art History is integral to the development of units of work from first year. This is good practice.

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.

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 this very positive inspection report and its findings. The Board is pleased that the report recognises the 'teaching and learning was of a very high quality in all lessons observed' and that 'very high expectations were set for the students'. The Board commends the Art Department for its 'highly inclusive and predominantly student-centred classroom and the 'strong emphasis on the promotion of co-curricular and extra-curricular activities such as an art club and involvement in Creative Engagement'. The Board is happy that the report acknowledged the 'school's very good focus on supporting teacher continuing professional development'. The Board commends the students. The Board welcomes the finding that our students were 'motivated to learn' and 'engaged purposefully in the task assigned.'

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 notes the findings and commits to implementing the recommendations. Following on from the inspection, a meeting was held for all staff to discuss the inspection process, the report and its findings. This was led by the Art Department. The Board of Management is committed to building on the very good practice noted and implementing recommendations. Bremore Educate Together Secondary School is committed to continuous self-evaluation and improvement in all areas.

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
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;