

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

**Subject Inspection in Art, Craft and Design**

**REPORT**

<b>Ainm na scoile / School name</b>	Grange Community College
<b>Seoladh na scoile / School address</b>	Grange Road Donaghmede Dublin 13
<b>Uimhir rolla / Roll number</b>	70020B

**Date of Inspection: 11-10-2016**



### **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

<b>Date of inspection</b>	11 October 2016
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal, deputy principal and key staff</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during three class periods</li><li>• Examination of students' work</li><li>• Feedback to principal, deputy principal and relevant staff</li></ul>

### SCHOOL CONTEXT

Grange Community College is a co-educational school operating under the auspices of County Dublin and Dun-Laoghaire Education Training Board (DDLETB) with a current enrolment of 177 students. The college also runs Post Leaving Certificate courses (PLC) for sixty-four students. The school provides the Junior Certificate, the Junior Certificate School Programme (JCSP), a compulsory Transition Year (TY), the established Leaving Certificate and the Leaving Certificate Applied (LCA) programmes. Art is an optional subject in all programmes offered by the school. The school participates in Delivering Equality of Opportunity in School (DEIS), the action plan of the Department of Education and Skills for educational inclusion. Lessons provided on the PLC courses were not included in this evaluation.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The quality of teaching and learning was highly effective in the lessons observed.
- The learning space in the specialist room was well organised and maintained to a high standard.
- Commendably, primary sources were used by students in all practical lessons.
- Very good differentiated teaching was observed in all lessons.
- Overall, the quality of assessment in Art was good; however, some areas for development were noted.
- The members of the art department display great enthusiasm in their work and are dedicated to promoting Art within the school.

#### RECOMMENDATIONS

- To facilitate students in taking more ownership of their learning, the art department should develop strategies to engage learners in using the formative feedback provided on their work.
- The art department, in collaboration with senior management, should carry out an annual health and safety risk assessment of the specialist room and its equipment.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING AND LEARNING

- The quality of teaching and learning was highly effective in the lessons observed.
- Classroom management was very good, with clearly established routines evident in all lessons. Teacher-student rapport was mutually respectful and affirming of students' contributions and efforts.
- All of the lessons observed were well planned, structured and sequenced. Clear learning intentions were shared with students at the beginning of each lesson. This good practice proved effective in supporting students' learning and in clearly focusing them on the knowledge and skills to be developed.
- The learning space in the specialist room was well organised and maintained to a high standard. The teachers' efforts in modelling good practice in this area are facilitating students to have a very good level of self-organisational skills in practical lessons.
- Commendably, primary sources are used by students in all practical lessons. Students independently collect primary sources and, in the lessons observed, demonstrated a good understanding of their value as starting points to develop their work.
- Very good differentiated teaching was observed. Meaningful differentiated instruction was provided through one-to-one tutorials, the use of hint-sheets, demonstrations and recapitulation. These practices ensured that all students were challenged by the learning activities.
- During the evaluation, there was low student attendance in one observed lesson. In this instance, the teacher took great care to accommodate and adjust lesson content for the students present. However, continued low attendance will delay the overall progress of coursework in Art. In order to support effective teaching, learning and assessment, senior management, in association with the art department, need to consider the effectiveness of whole-school approaches to improve attendance and ensure students and parents recognise the impact of low attendance of students' progression in Art.
- Overall, good-quality assessment practices of students' progress in Art were evident. Very effective oral feedback was provided in the lessons observed. This feedback offered support whilst maintaining the expectations set for each student. In further developing this practice, strategies to engage learners in using the formative feedback provided on their work should be established.
- A review of samples of students' copybooks and folders indicated some very good practices to support learning, including constructive written formative feedback and teacher-designed templates which offered good guidelines to scaffold students' note-making.
- A series of valuable student self-evaluation sheets were displayed in the art room and it was reported that peer-assessment is used at various stages during project work. Such practice is very worthwhile as it encourages learner autonomy.
- Questioning was used effectively in all lessons and very good wait-time was afforded to students when answering questions. In a few instances, however, students did not contribute an answer. Questioning strategies should be varied to engage all learners in plenary sessions and ensure learning is reinforced by the end of the lesson with all students.

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

- The quality of subject provision and whole-school support for Art is very good. Access to the subject is good and option bands are constructed based on students' choice.
- The specialist room is well maintained and there was a good focus on health and safety procedures in all of the lessons observed. Specialist facilities have been developed to include the installation of an extraction fan for the kiln. At the time of the evaluation, it was noted that a risk assessment had not been formally carried out by the art department in the recent past. 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. As an interim measure, appropriate safety signage should be displayed.
- Student achievement is given recognition through a variety of award systems in the college. Commendably, students' art achievements and participation are celebrated with specially designated awards presented during the year.
- The members of the art department display great enthusiasm in their work and are dedicated to promoting Art within the school. The department actively encourages whole-school participation in art events including a weekly art quiz, with questions composed by an art student.
- A very good focus is given to supporting teachers' continuing professional development (CPD). This commitment to up-skilling is highly commended.

## **3. PLANNING AND PREPARATION**

- The overall quality of planning and preparation was good.
- The TY plan indicates an appropriate balance between the study of Art Appreciation and the development of artistic skills. The art department, reported that planning for TY is being reviewed formally at the end of this year. 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.
- A good analysis of state examination results is carried out. Action plans are documented in subject planning based on this analysis; this is indicative of good practice. To further advance the action plan, inclusion of how the action will be achieved and a time-frame would prove beneficial.
- The art department holds regular planning meetings. In consultation with senior management, the department could explore cross-curricular links by meeting with other practical departments during formal meeting periods.

The draft findings and recommendations arising out of this evaluation were discussed with the principal and 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
<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 <b>very good</b> 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. 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
<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;