

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Metalwork and Engineering

REPORT

Ainm na scoile / School name	Kylemore College
Seoladh na scoile / School address	Kylemore Road Ballyfermot Dublin 10
Uimhir rolla / Roll number	70240P

Date of Inspection: 31-01-2020



**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 Metalwork and Engineering 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; a response was not received from the board.

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

Dates of inspection	30-31 January 2020
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 lessons• Examination of students' work• Feedback to principal and relevant staff

School context

Kylemore College is a co-educational, multi-denomination secondary school operating under the patronage of the City of Dublin Education and Training Board, with a current enrolment of 394 students. The school participates in Delivering Equality of Opportunity in Schools (DEIS), the action plan of the Department of Education and Skills for educational inclusion. A range of programmes are provided including, the Junior Certificate School Programme, the established Leaving Certificate programme and the Leaving Certificate Applied. The school also offers a compulsory Transition Year (TY). Lessons are of one hour duration.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- Overall good quality teaching and learning was observed during the evaluation, limited utilisation of differentiation strategies was evident during lessons.
- In all lessons visited, interactions between teachers and students and among students were respectful.
- The quality of assessment was good, however, students' written work requires increased attention.
- Very good strategies aimed to improve students' numeracy and oral literacy were observed during lessons.
- Whole-school support for Engineering and Metalwork is good, currently, there is one first-year and one third year class following the subjects.
- Planning and preparation for lessons observed was good, subject department planning for improvement is under developed.

Recommendations

- The subject department should focus on improving differentiation techniques to support and challenge learners appropriately.
- Teachers should assign and monitor written work with increased frequency, aimed to develop students writing and sketching skills.
- Subject planning should be enhanced with the inclusion of action planning for improvement; with progress monitored regularly.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of teaching and learning during observed lessons was good. All lessons observed were primarily practical skills based.
- There was very good rapport between students and teachers, as well as among students. Interactions were respectful, student engagement was generally good throughout lessons.
- Lessons commenced with a clear introduction and review of previous lesson content. This review was conducted mainly through whole-class questioning. Learning intentions were shared during lesson introductions. The intentions were revisited in a timely manner that enabled the regular review of student learning. A deeper discussion of the learning intentions during the introduction would further assist student self-reflection and deeper engagement in their learning.
- In one lesson, an introductory group work activity worked very well, students discussed the quality features of a physical artefact, and orally presented their collective findings to the class. The collation of group responses on the board served as a success criteria for the lesson. This is good practice and should be extended into lessons where appropriate.
- Competent and well planned demonstrations featured in all lessons. Appropriate resources and planning underpinned the effective skill development supported in these lessons. There was scope for greater student input and student voice during one teacher-led demonstration. Strategies that encourage increased student engagement during demonstrations should be explored further.
- Questioning was a key assessment strategy used in all lessons. In most instances, recall type questions were used to ascertain students understanding. On a few occasions, higher-order questions were posed and these challenged students and engaged them at a higher cognate level. A rebalancing of questions that ensure students of all abilities are challenged is recommended.
- Literacy and numeracy development was actively integrated in all lessons. The explicit use of keywords, measurements and questioning strategies that probed and encouraged students to use technical words and calculations in their responses was effective. This good integration of literacy development should be further enhanced by engaging students in the written application of key words and measurement calculations to deepen their understanding.
- Differentiated learning was mainly achieved through teacher movement and one-one interactions with students. To ensure that all students experience success, teachers should plan and implement increased differentiated learning approaches. Tasks should be modified to support students who work at differing pace, and extended to challenge high-ability students to fulfil their potential.
- Students' competences in respect to practical skill development and theoretical knowledge and understanding, showed broad variation. The establishment of high expectations for student learning should be encouraged, and to support the realisation of this objective uptake at higher level in certificate examinations should be kept under review.
- Students did not have their copybooks present during the course of the evaluation. To ensure that students value and understand the importance of their written work as a resource to support and inform learning, an increased effort must be made to incorporate written work and sketching during all lessons.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The school offers Engineering and Metalwork as option subjects for junior cycle. Currently, there is one class group in first and third year with no provision for Engineering in senior cycle.
- To support first-year students, the school operates a subject-sampling period of eight weeks prior to making their option subject selections.
- School management in collaboration with the subject department should explore expanding the provision of Engineering within the school's curriculum. Consideration should be given to developing an appropriate Engineering module and incorporating it into the school's TY curriculum. This should broaden students' curricular experiences and provide students with effective sampling in advance of subject selection.
- The active management of health and safety was evident during lessons. Students diligently used personal protective equipment where necessary. A risk analysis has been prepared by the subject department. It is recommended that the subject department use the interactive risk assessments for post-primary schools as provided by the Health and Safety Authority and conduit updates as necessary.
- Management is very supportive in promoting and facilitating participation in continuing professional development.

3. PLANNING AND PREPARATION

- School management facilitates collaborative subject planning. The single teacher department meets formally with the other subject departments within the school, however no records of such meetings were available during the evaluation. Records should be maintained, to enable reflective practices and document progress. Agendas should include; teaching, learning and assessment as standing items in order to encourage deeper discussion, reflection and sharing of best practice. A copy of the minutes should be forwarded to management.
- A good quality curricular plan has been developed. The plan outlines very clearly the organisational and procedural sequencing of learning outcomes, resources, projects and methodologies to teach the varied curricular components. To further improve these curricular plans, additional emphasis should now be placed upon identifying and linking appropriate forms of formative assessment practices to student learning outcomes.
- Analysis of student outcomes in certificate examinations is undertaken annually. It is recommended that further development of this work should focus on explaining the patterns and fluctuations in attainment and identifying actions deemed appropriate to ensure students are attaining in line with their abilities.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and subject teacher 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 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;