

An Roinn Oideachais agus Scileanna
Department of Education and Skills

**Subject Inspection in Technical Graphics and Design &
Communication Graphics (DCG)**

REPORT

Ainm na scoile / School name	Coláiste Gleann Lí Post Primary School
Seoladh na scoile / School address	Clash Road Tralee
Uimhir rolla / Roll number	70550H

Date of Inspection: 08-05-2019



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agus Scileanna**
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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 Technical Graphics and Design & Communication Graphics 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 did not meet the requirements in relation to 2 above and therefore was not fully compliant with the checks undertaken.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Date of inspection	08-05-2019
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 four class periods• Examination of students' work• Feedback to principal, deputy principal and relevant staff

School context

Coláiste Gleann Lí is a co-educational post-primary school operating under the auspices of Kerry Education and Training Board (ETB). It has a current enrolment of 198 students. The school offers the Junior Certificate School Programme (JCSP), the established Leaving Certificate and the Leaving Certificate Vocational Programme (LCVP). The school is a participant in the Delivering Equality of Opportunity in Schools (DEIS) action plan.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- Overall, the quality of teaching and learning in the graphics lessons observed was very good.
- Students' engagement in their learning was very good with scope for improvement identified in the area of improving students' levels of active participation, collaboration and discussion.
- Student achievement is monitored systematically with some scope for development identified in the provision of written formative feedback.
- Subject provision and whole school support for graphics subjects is good.
- Teachers' individual planning for lessons is good and the collaborative subject department planning systems that have been developed are very good.
- The school's child safeguarding statement and risk assessment are currently not on the Department's approved templates and both require an annual review.

Recommendations

- The subject department should explore various strategies that would improve students' levels of active participation, collaboration and discussion during lessons.
- The subject department should further embed its approach to providing students with written formative feedback.
- The board of management should carry out the required annual review of the child safeguarding statement and risk assessment and also ensure that the resulting documents utilise the approved templates.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- Teaching and learning was very good overall. Students' classwork was of a high quality and often exceeded standards in line with students' age and stage of experience. Teachers managed this learning through structured and incremental progressions that built upon prior knowledge.
- Students displayed good knowledge of surface developments and orthographic projection systems and very good procedural knowledge associated with interpenetration of geometric solids. Students' good use of text, shade and indexing enhanced their drawings. In some instances, students were encouraged to make notes based upon their learning and the problem-solving techniques employed; this good practice should be extended where possible in order to promote increased levels of students' ownership of their learning and to facilitate more meaningful revision of their classwork.
- Student and teacher expectations were appropriately high. The level of challenge posed by each problem enabled all students to achieve at a level suitable to his or her individual ability. In most lessons, partially completed solutions were provided to students; this time-efficient approach enabled all students to achieve at least some of the lessons' learning intentions. Additional tasks were set to facilitate extension activities for students capable of attempting more complex tasks. This level of differentiation was very good.
- Students were fully engaged in their learning during the lessons observed. Class groups were relatively small and this presented a number of opportunities and challenges for subject teachers. One key challenge facing the subject department is ensuring that students are active participants in their learning. To ensure that student learning is less passive, teachers should incorporate activities that promote and facilitate student discussion, active investigation and collaborative learning techniques where possible.
- Teachers communicated learning intentions to students in all lessons. This worked best when learning intentions were explicit and where tasks, activities and assessments were designed to complement the learning intentions.
- All lessons observed were well structured and included segments where new content was introduced, key procedures were demonstrated, students practised and problem-solved, and teachers facilitated a summary of key learning.
- Teachers' demonstration and modelling techniques were of a very high standard. Information technology was used effectively and parametric modelling software was used to assist students' visualisation and spatial understanding. Students benefited from observing teachers drawing techniques and drafting skills. This modelling promoted high standards and encouraged high expectations.
- Questioning was utilised consistently as a method of determining students' understanding and extending students' knowledge. There is some scope to enhance the range of questioning employed to ensure that higher-order questions are utilised to an appropriate extent. Teachers should utilise questions that promote the development of students' analytical abilities. These questions could be phrased to promote greater levels of prediction and review whilst also enabling students to identify alternative viable solutions.
- Systematic and comprehensive assessment records are maintained by each teacher. This effective approach helps to monitor students' progression and to identify trends in their achievement profile.

- Teachers monitored students' classwork very closely. Teachers circulated among students during activities and provided high levels of oral feedback and assistance to individuals and to groups. The quality and regularity of written feedback on students' portfolio work varied. The subject department should work towards ensuring a greater level of consistency with regard to the approaches adopted to administering written formative feedback; this could include extending the responsibility placed upon students to make notes based upon teachers' formative comments.
- Classroom management was very good and student behaviour was excellent. Classroom layout should be reviewed with a view to providing an environment that is more conducive to interactive collaboration, group problem-solving tasks and focussed interactions.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The quality of subject provision and whole school support is good. Technical Graphics and DCG are offered as optional subjects to all students at junior and senior cycle respectively. The time allocated to both subjects is in line with common practice and suitably qualified subject teachers are deployed to class groups in a consistent manner from year to year.
- The subjects are well resourced with very good access to audio-visual and information technologies in the graphics classroom.
- Students receive very good information on graphics subjects prior to making their optional subject choices. This information is provided in a variety of ways, including an experience evening for incoming first-year students where they get the chance to take part in a short lesson and a two-week sampling programme that takes place during their first term in first year.
- While the overall numbers of students studying graphics subjects in the school is low, the percentage uptake of graphics subjects in the school is good. Option bands are reviewed from year-to-year based upon students' preferences. The planned inclusion of an additional junior-cycle technology subject from September 2019 will present the subject department with a number of challenges and opportunities. School management and the subject department should anticipate the possible effects of this new subject and plan accordingly to ensure a balanced technology-based curriculum is provided for all students and that cross-curricular links are identified and fostered for students in graphics classes.

3. PLANNING AND PREPARATION

- The overall quality of planning and preparation is good. The subject department has developed a very good online subject planning system. This system utilises the school's student management system and collaborative software to facilitate a dynamic and shared planning platform.
- A good quality subject plan is maintained in digital format with sections that detail: the various subject plans; school self-evaluation (SSE) themes; subject department meeting records and a distinct section that details the department's approaches to supporting students with additional educational needs.
- The subject department's school self-evaluation (SSE) plans outline a number of key themes that the school is currently focusing on as part of its SSE procedures. Two of these key areas are the incorporation of learning intentions into lessons and the use and explicit explanation

of subject specific terminology during lessons. Commendably, both of these areas of focus were observed in lessons.

- Planning and preparation for lessons was good. Good quality visual resources, including three-dimensional parametric models, were prepared in advance and worksheets and other supporting references were prepared and incorporated into lesson activities. These resources had the effect of enhancing students' experiences and stimulating their learning.

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 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;