

An Roinn Oideachais agus Scileanna
Department of Education and Skills

**Subject Inspection in Graphics, Technical Graphics, and
Design & Communication Graphics**

REPORT

Ainm na scoile / School name	Coláiste Clavin
Seoladh na scoile / School address	Enfield Road Longwood Co Meath
Uimhir rolla / Roll number	71970L

Date of Inspection: 25-10-2019



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 Graphics, 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.

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	24-25 October 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 eight lessons• Examination of students' work• Feedback to principal and relevant staff

School context

Coláiste Clavin post-primary school operates under the trusteeship of Louth and Meath Education and Training Board (LMETB) with a current enrolment of 376 students. The school participates in the Delivering Equality of Opportunity in Schools (DEIS) the action plan of the Department of Education and Skills for educational inclusion. The school offers the junior cycle, the Junior Certificate School Programme (JCSP), Transition Year (TY) the Leaving Certificate (established), and the Leaving Certificate Vocational Programme (LCVP).

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The quality of teaching and of learning ranged from good to very good in the lessons observed, with the learner experience identified as an area for improvement.
- Questioning methodologies were used effectively to assess students' understanding and guide lesson progression.
- Good quality assessment practices are implemented in the graphics subjects.
- Whole-school support and provision for the graphics subjects is very good.
- The standard of drafting in students' portfolios varied considerably.
- Planning and preparation for the graphics subjects is very good, delivery schedules clearly document content, student learning activities and assessments.

Recommendations

- To improve the learner experience, teachers should employ a more diverse range of collaborative learning strategies to support and deepen students' understanding of key concepts.
- Students should be encouraged to share responsibility and take ownership of tracking their own progress of assigned class work and homework.
- Teachers should monitor students' portfolios on a more regular basis by providing a greater amount of written feedback to an agreed standard.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- Eight lessons including one co-teaching lesson were observed during the evaluation. The quality of teaching ranged from good to very good in all lessons.
- Lessons were well prepared with appropriate content, structure and pace. Learning intentions were differentiated and referenced as lessons progressed. In the majority of lessons success criteria was discussed with students and featured accuracy, presentation and neatness. This very good practice should be extended into all lessons.
- Teacher-led demonstrations were of a high standard. The effective use of digital technology and student engagement to model best practice drafting procedures was evident. In some lessons students demonstrated their problem solving skills and geometric knowledge to the whole class with the aid of the visualizer. The use of tablet devices to present differentiated questions was very good, however the department should restrict student access to line by line solution presentations where necessary.
- The co-teaching lesson observed focused primarily on solid modelling methods, procedural content and specific modelling features. Teachers should balance solid modelling content in lessons by placing a greater emphasis on design intent and application to aid students when modelling design features in their assignments.
- Strategies concerning the development of students' literacy and numeracy were utilised to good effect in most lessons. Examples included pre-teaching keywords, spelling tests, encouragement to use technical terms when answering questions and linking mathematical calculations and shapes across the curriculum.
- Teacher questioning in all lessons was very effective. Directed questions to named students mixed with open response, engaged and challenged students of all abilities. Teachers encouraged and developed students' responses with good guidance and oral affirmation. Once students understanding of underlying concepts were assessed lessons progressed with good pace.
- The quality of learning ranged from good to very good. In the very effective lessons, learning was furthered by students engaging in peer discussions and group tasks. Students displayed a high level of enthusiasm for graphics during observed lessons. Lessons were conducted in a positive, mutually respectful environment. Subject-specific knowledge and skills were appropriate and relative to students' age and ability.
- In lessons where improvement was identified, students worked independently of their peers and relied on teacher-led discussions and questioning to scaffold learning. Teachers should employ a more diverse range of collaborative learning strategies to support and deepen students' understanding and application of key concepts. These strategies should be also used during group problem solving activities.
- Students' drawings are not completely retained in the school. The standard of drafting varied considerably following a review of students' portfolios during the evaluation. In order to promote and enhance the current standards of graphicacy, it is recommended that students retain complete drawing portfolios, to enable gradual improvement, facilitate learning reviews and document progress.
- The overall quality of assessment practices was good. The level of detail and frequency of written feedback on students' work varied. Subject department teachers should agree a

standard for the provision of written feedback on students' work at specified intervals. Opportunities for students to engage with this feedback should be planned for.

- Teachers actively monitored and tracked students' progress of both class work and homework. A spreadsheet rubric for each class group listing students' assignments was updated by the individual teacher during each lesson observed. This information is shared within the department and informs teachers of students who may be encountering difficulties within specific areas.
- Updating the spreadsheet took considerable time during a small number of lessons. To maximise teacher effectiveness during lessons, it is recommended that students should be encouraged to share responsibility and take ownership for tracking their own progress of assigned work by updating their individual record and sharing this digitally with the teacher.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Whole-school support and provision for the graphics subjects is very good.
- The school provides a well-resourced digitally enabled specialist room. Effective classroom routines that promote responsibility by creating an ordered learning environment among students was evident. Good use is made of wall space with subject-specific posters and visual schemes for all year groups displayed. Displays and use of three-dimensional objects to deepen and progress student learning were successful.
- Appropriate timetable provision is made for the graphics subjects. Lessons are evenly distributed across the week. The number of students selecting Graphics is increasing with two class groups formed for the current first-year cohort. Commendably a Graphics programme is offered within a Technology module in TY.
- Students are provided with very good supports in advance of making subject choice. The school provides prospective first-year students with an open evening where information and guidance on option subject selection is provided. Students entering senior cycle are supported through information evenings and subject sampling in the TY programme.
- The graphics department comprises three teachers all who are graduates in the subject area. Teachers' are assigned a class groups for the duration of their cycle of study, ensuring continuity for students. Commendably teachers engage with regular continuing professional development which is facilitated and encouraged by whole-school support.

3. PLANNING AND PREPARATION

- Planning and preparation for the graphics subjects is very good. Schemes clearly document content, student learning activities and types of assessments. Planning for co-teaching is well established and very effective.
- Materials and resources for lessons supported student understanding by explaining core geometric principals visually and through guided practice. Presentations and video clips available to students on tablet devices were clear, directive and informative.
- Subject department meeting minutes document correctly identified issues with specific actions, such as introducing common tests for first-years, planning for the Graphics specification, end of term academic reports and records of work completed. Going forward a greater emphasis should be given to the sharing of effective teaching practices within the department during these meetings.

- The subject department summative tests award significant weighting to students portfolio work. This is good practice, however, the weighting should be reviewed considering the junior cycle Graphics specification.
- Good quality records of students' attendance, class tests and certificate examinations are maintained and used to inform planning. Certificate examination attainment is analysed annually, and documents were available identifying trends and teacher reflections.

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 was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

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;