

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

**Subject Inspection in Art**

**REPORT**

<b>Ainm na scoile / School name</b>	Kishoge Community College
<b>Seoladh na scoile / School address</b>	Clonburris Lucan
<b>Uimhir rolla / Roll number</b>	76152C

**Date of Inspection: 17-05-2017**



**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 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.

## Subject Inspection

### INSPECTION ACTIVITIES DURING THIS INSPECTION

<b>Dates of inspection</b>	16-05-2017 & 17-05-2017
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and key staff</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during two class periods</li><li>• Examination of students' work</li><li>• Feedback to principal and relevant staff</li></ul>

### SCHOOL CONTEXT

Kishoge Community College is a co-educational post-primary school which opened in 2014. The school operates under the patronage of Dublin and Dun Laoghaire Education and Training Board in partnership with Educate Together. The school is currently open to students up to third year, and has an enrolment of 338 students, with a projected enrolment of 1000 students. The growing art department is in its infancy, and the benefit of a full-time art teacher is anticipated in the coming year.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The overall quality of teaching and learning in the lessons observed was good.
- The learning space for Art is well-organised, and some very good routines are in place to encourage independent learning for students.
- All lessons were well-prepared with clear learning intentions shared.
- A good range of effective teaching methods was used in lessons, with some scope to develop a more differentiated approach.
- Art is well-supported by management in the school, and very good extra-curricular opportunities are also provided for students.
- Overall, subject planning for Art is good, however there is scope to review the amount of content covered.

#### RECOMMENDATIONS

- Greater cognisance should be taken of the differentiated learning needs of all students in the planning and delivery of the curriculum content.
- The schedule for delivery of the art curriculum should be reviewed to ensure greater coverage of course content and exposure for students to a wider range of art disciplines.
- The art department should work towards raising the profile of the subject through consistent display of current student work in the art room and throughout the school building.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING AND ASSESSMENT

- The overall quality of teaching and learning in lessons observed was good. While there were some areas in need of improvement, many examples of highly effective practice were also noted.
- Art is taught in an atmosphere of mutual respect where independent learning is encouraged, and some very good routines are in place to support this. The learning space is well-organised and students are strongly affirmed for effort and achievement.
- All lessons were well-prepared with high quality visual resources and exemplars created by the art department to enhance student learning.
- Clear learning intentions were shared in all lessons, which is good practice. To build on this it is recommended that the learning intentions are differentiated to meet the needs of all students in the class group.
- Teacher subject knowledge was very good, and through their own enthusiasm and enjoyment of the subject, motivated students to engage in learning. A good range of effective teaching methodologies was selected, to include high quality demonstrations, and clear instructions for student tasks.
- Lessons were generally well-structured, however the review of samples of students' work indicated capacity to increase exposure to a wider range of art disciplines. While the content of lessons allowed students to explore, experiment and build strong drawing skills, this should be balanced with greater coverage of curricular content.
- The majority of students were engaged in meaningful learning activities, and a good range of tasks that enhanced student learning was provided. These activities were most successful in achieving full student engagement where they were appropriately challenging, and where extension tasks were provided for more able learners.
- Some very good opportunities were created for students to investigate and to develop critical skills. One example was noted in a lesson where students were tasked with reconstructing an object to create something new. The open-endedness of the activity allowed all students to be creative, to develop skills, and to participate at their own level.
- In all lessons demonstrations continued while students carried out assigned tasks. The effectiveness of this methodology should be enhanced through the use of a visualiser to ensure that students can learn from the demonstrated work-in-progress. To further support students in lessons this approach should be balanced with provision of individual attention where needed.
- Primary sources are frequently used by students as a starting point for project work, as noted in lessons and in some samples of student work reviewed. This is very good practice.
- The overall quality of assessment in Art is good. To build on some very good assessment practices such as student self-assessment and peer-assessment, and the provision of verbal feedback by the art department, the written formative feedback noted on some student work should be further developed.
- Literacy was inherent in most lessons through good use of subject specific language by teachers and students. Some very good links with numeracy concepts were made by students, and this is to be encouraged.

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

- The quality of subject provision and whole-school support for Art is very good. Students have very good access to the subject, with eight hours per week of Art currently provided in the school. This is projected to increase as school enrolment grows, which is welcome.
- The provision of a modular taster programme limits access to Art in first year, however this is balanced with very good contact time with Art in subsequent years. The art department should be cognisant of this when planning the schedule for delivery of curricular content.
- A very good range of opportunities is provided by the art department for students to access the subject beyond the curriculum, including an art club, artists in residence group projects, and competitions. To build on this the art department should implement plans to further showcase current student work, participation and achievement in Art, and to raise the profile of the subject in the school.
- Relevant continuing professional development for Art has been facilitated by management, and learning from this is put into practice in lessons.

## **3. PLANNING AND PREPARATION**

- Effective planning and preparation practices are in place, and a comprehensive subject plan details the overall organisation of the department.
- Long-term plans indicate curricular content and learning outcomes for each term, and high quality schemes of work are in place. These could be further developed by linking the teaching approaches documented to differentiated learning intentions.
- A subject co-ordinator is in place. School management facilitates formal meeting times for which the art department attends on a pro-rata basis.
- Term examination data is used to inform planning in the art department and meetings take place individually with students to set targets for improvement. This is good practice.

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.

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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
<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 <i>very good</i> 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. 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;