

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Metalwork

REPORT

Ainm na scoile / School name	Carrigtwohill Community College
Seoladh na scoile / School address	Unit A2 Fota Business Park Carrigtwohill
Uimhir rolla / Roll number	76333G

Date of Inspection: 16-10-2018



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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 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 of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

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 1 above and therefore was not fully compliant with the checks undertaken. However, the school has subsequently furnished evidence of compliance with these requirements.

SUBJECT INSPECTION

INSPECTION ACTIVITIES

Date of inspection	16-10-2018
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 3 class periods• Examination of students' work• Feedback to principal and relevant staff

School context

Carrigwohill Community College is a newly established co-educational school under the auspices of Cork Education and Training Board (ETB). There are a total of 182 students enrolled in the school's Junior Cycle programme.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- Overall, teaching and learning was good with some scope for improvement identified in the areas of assessment and the structure and design of some lessons.
- The school provides its students with access to a highly engaging, collaborative and productive Science, Technology, Engineering, Arts and Mathematics (STEAM) programme.
- Student engagement in lessons was very good and the projected uptake of higher level Metalwork in upcoming state examinations is high.
- Metalwork is a very popular subject and over half of the student cohort currently study the subject.
- Metalwork is very well resourced and supported by school management.
- Good quality subject planning is evolving in parallel with the growth of the school.

Recommendations

- The subject department should ensure that there is a cohesive link between the chosen learning intentions for lessons, associated student activities and the modes of formative assessment chosen to support and to evaluate learning.
- The subject department should identify the most suitable method of monitoring and assessing students' written classwork, homework and portfolio work.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- Overall, teaching and learning was good with some scope for improvement identified in the areas of assessment and the structure and design of some lessons.
- In all lessons, clear learning intentions were identified and shared with students. In some instances, the student activities and modes of assessment associated with these intentions required further development in order to maximise student learning.
- Teacher circulation ensured that all students were supported in lessons and good quality oral feedback was provided in all lessons observed.
- Information and communication technology (ICT) was utilised in all lessons. In some instances, there was scope for more innovative use of ICT. This was particularly apparent in one lesson where model simulation and animation would have been educationally worthwhile and would have further enhanced students' experiences.
- Students experienced a variety of learning strategies in the three lessons observed. In one instance, students worked collaboratively in an active, accountable and interdependent manner. This was facilitated using a multi-disciplinary STEAM (Science, Technology, Engineering, Art and Mathematics) approach and was an example of exemplary practice.
- Highly effective group work was evident in one lesson observed. In this lesson, students worked collaboratively to solve a design-based problem and to model potential solutions to the assigned project brief. This activity promoted innovation, research and problem-solving.
- Prototyping was utilised to good effect to model design solutions. This approach should be extended to other lessons, where possible, and may be a particularly useful strategy for practical lessons that focus on marking, measuring and shaping.
- The quality of student learning was directly related to the scope provided by the lessons' learning intentions. In the lesson where the learning intention, student activity and modes of assessment were aligned and pitched appropriately, student learning was high. In some lessons, there was scope to enhance this alignment.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- Overall, the quality of subject provision and whole school support for Metalwork is very good.
- Over half of the student cohort in Carrigtwohill Community College choose to study Metalwork. This clearly demonstrates the popularity of the subject in the school.
- To support students' subject choices, the school operates a subject sampling programme. This programme enables students to experience Metalwork prior to choosing the subject as part of their Junior Cycle programme and to make their subject choices based upon their experiences, skills and aptitudes.
- Support for the subject is very good and the subject is well resourced by school management. The specialist classroom is very well equipped and ICT enabled.
- There is a very good awareness of health and safety issues among students. Students have appropriate access to personal protective equipment (PPE) and safe working zones are clearly marked around machines.

- The subject department's attendance at subject related continuing professional development (CPD) courses is both supported and facilitated by school management; this is particularly relevant with the upcoming phase five Junior Cycle for Teachers (JCT) training for technology subjects.

3. PLANNING AND PREPARATION

- Good quality subject planning is evolving in parallel to the growth of the school. To further support this evolution, key activities and assessment should be identified to support the planned learning intentions and methodologies.
- The subject department currently comprises one teacher. Collaboration with colleagues in the other STEAM subject areas was evident and the resulting short course and Classroom Based Assessments (CBA) demonstrate a significant level of cross-curricular co-operation and communication.
- The subject department plans for the increased inclusion of students with additional educational needs. This planning should be further developed to identify subject-specific interventions that may be utilised. In doing so, the subject department will develop greater levels of expertise in the area and discover appropriate strategies that may be readily adopted in practical lessons.
- Planning and preparation for lessons was appropriate. In some instances, however, students would have benefitted from prepared artefacts, simulations or animated models to improve their visualisation of assemblies and components. Increased planning would also be beneficial when planning learning activities and formative assessment practices.

The draft findings and recommendations arising out of this evaluation were discussed with the 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;

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

Under Child Protection, the DLP/DDP notice had become displaced behind the window and was immediately displayed once noticed.

Students continue to use copies of classwork and homework with the assistance of iPad tools such as ePortfolios for the planning and storage of project work. We feel that it is important for students to continue to use copies as the SEC examinations continue to be in the form of hand-writing.

Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

A staff meeting took place in December 2018 to review and reinforce the direct link between learning intentions, activities and assessment with the overarching driver being the learning outcome of the particular unit of work. Planning was discussed, in details, including examples of effective practice to ensure that the aforementioned link will be visible in both planning and at classroom level. One of the focuses of enquiry for our SSE will be assessment to ensure that highly effective practices are in place, particularly in terms of formative assessment.