

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

**Subject Inspection in Music**

**REPORT**

<b>Ainm na scoile / School name</b>	Carrigaline Community School
<b>Seoladh na scoile / School address</b>	Waterpark Carrigaline Co Cork
<b>Uimhir rolla / Roll number</b>	91388S

**Date of Inspection: 26-11-2018**



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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 Music 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 on the findings and recommendations of the report; the board chose to accept the report without response.

## **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

<b>Date of inspection</b>	26-11-2018
<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 3 class periods</li><li>• Examination of students' work</li><li>• Feedback to principal and relevant staff</li></ul>

### School context

Carrigaline Community School is a co-educational school operating under the joint trusteeship of Cork Education and Training Board and the Diocese of Cork and Ross. It has a current enrolment of 1,079 students. The programmes provided are the Junior Cycle programme, an optional Transition Year programme (TY), the Leaving Certificate Applied, the Leaving Certificate Vocational Programme, and the Leaving Certificate (Established).

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- The quality of teaching and learning was very good overall with scope to integrate performing, composing and listening.
- A very effective use of formative assessment including assessment for learning (AfL) practices to inform students' learning was evident.
- The music department is very well-resourced and equipped with an extensive range of musical instruments and information and communication technology (ICT).
- There is very good provision and whole-school support; access to the subject is very good and uptake levels are very high at both junior and senior cycles.
- Subject department planning is comprehensive and collaborative but performing, composing and listening is compartmentalised rather than integrated.

#### Recommendations

- The music department should explore ways in which the integration of performing, composing, and listening could be maximised in lessons.
- The integration of performing, composing, and listening should be reflected in the department plan which should also be a flexible working document open to review.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING, AND ASSESSMENT

- The quality of teaching, learning, and assessment was very good overall in the lessons visited. All lessons observed were characterised by a warm, comfortable classroom atmosphere with respectful interactions between the teachers and the students, and with exemplary student behaviour.
- The lessons observed were very well-prepared and structured, were pitched and paced appropriately and included teaching that was supportive of all students.
- Student engagement was very high, students demonstrated positive attitudes towards Music and were involved in meaningful music-making activities. Very successful lessons involving purposeful peer-peer interaction and a high degree of collaborative learning were witnessed.
- The fact that there was a musical focus at all times and that the students were engaged in practical music-making activities were notable features of the evaluation. Student performing was of a good standard, contributed to the collaborative learning environment evident in the classroom, and ensured that students achieved successful outcomes. It was good to note also the ongoing monitoring of student progress in every lesson visited.
- While an aural focus was maintained at all times during lessons and there was some integration of performing, composing and listening, there is scope to develop this further.
- Skilful explaining strategies were also used to engage students in the learning activity, to check understanding, and to support students in the development of higher-order thinking skills.
- Very good questioning was also employed and this was sometimes used to elicit ideas from the students. This provided a highly stimulating and challenging music-learning environment.
- An appropriate use of resources was also observed which included skilful use of ICT.
- Very effective use of a wide range of formative assessment strategies including Assessment for Learning (AfL) was also evident. Commendably, these included not only the sharing of learning intentions with the students and subsequent consolidation towards the end of lessons, but also such strategies as involvement in a ghost walk, self-evaluation, student-generated mind maps, peer learning and peer assessment.
- The teachers also make good use of assessment information to provide regular feedback to students, to monitor their progress, and to identify the next steps in learning. Useful teacher comments in copybooks and manuscripts also provides valuable feedback to students on their progress and affirms work well done.

### 2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- There is very good provision and whole-school support for Music.
- Access to Music is very good with a subsequent very high uptake. All first-year and TY students study Music. It was good to also note that students could opt for Music at Leaving Certificate even if they had not studied it for Junior Certificate.
- The music department is very well-resourced with two class rooms which are used for music lessons, both of which are suitably equipped and have an extensive range of musical instruments, ICT, and other relevant music resources. A third room, which is a dedicated performance space and is adjacent to the two classrooms, is also available.
- There is a very good range of extra-curricular activities and events taking place during the school year, and all students are encouraged to participate. This variety helps to raise the profile of Music in the school, and is a significant contributor to raising awareness of other school activities.

- The music teachers are very active members of the Post-Primary Music Teachers Association and are self-driven when it comes to their own professional development. Management is very supportive of this and encourages the teachers to engage with any activities and events which contribute to ongoing professional development.

### **3. PLANNING AND PREPARATION**

- There is a very high quality of planning in the music department. Long-term planning is comprehensive and thorough and collaborative planning is embedded. While one teacher is relatively new to the school, it is very positive that this collaborative practice is continuing.
- Whilst acknowledging that the curricular areas of performing, composing and listening are very well catered for both in the planning documentation and in lessons, they are compartmentalised rather than integrated. Planning for the integration of these components should be included in the documentation.
- ICT could help hugely in this regard as moving towards electronic planning documentation would ensure the provision of a flexible working document open to review.

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
<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;