

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

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

**REPORT**

<b>Ainm na scoile / School name</b>	Moyne Community School
<b>Seoladh na scoile / School address</b>	Moyne Co Longford
<b>Uimhir rolla / Roll number</b>	91436D

**Date of Inspection: 06-02-2020**



---

**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 & Design and 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 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 met the requirements in relation to each of the checks above.

## SUBJECT INSPECTION

### INSPECTION ACTIVITIES

<b>Dates of inspection</b>	06-07 February 2020
<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 eight lessons</li><li>• Examination of students' work</li><li>• Feedback to principal and relevant staff</li></ul>

### School context

Moyne Community School is a co-educational post-primary school operating under the trusteeship of the Bishop of Ardagh and Clonmacnois and Longford Westmeath Education and Training Board. The school has a current enrolment of 599 students. The curricular programmes offered in the school include the Junior Cycle, an optional Transition Year (TY) programme, the Leaving Certificate, Leaving Certificate Vocational Programme and the Leaving Certificate Applied.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- The quality of teaching and learning observed during the evaluation was good or very good, in a small number of lessons satisfactory practice was noted.
- The majority of lessons were informed by very effective assessment for learning practices and provided students with sufficient opportunities to demonstrate their knowledge and skills.
- Good quality formative feedback on students' drawings was evident in most lessons.
- Teachers' use of digital learning technology was very effective, particularly when used in conjunction with other methodologies.
- Whole-school support and provision for the Graphics' department is very good.
- Planning and preparation for the lessons observed was good, with scope to improve the areas of action planning for improvement and collaborative practices.

#### Recommendations

- Greater emphasis should be placed on active teaching methodologies that appropriately challenge students' graphical problem solving.
- Assessment for learning methodologies should be extended into all lessons.
- Subject department meetings should include discussions on teaching, learning, student attainment and action planning for improvement.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING, AND ASSESSMENT

- In the majority of lessons the quality of teaching and learning was good or very good. In a small number of lessons, where teaching was satisfactory, students made insufficient progress with tasks which negatively impacted on their learning. In order to improve student learning in these lessons a greater emphasis should be placed on active teaching methodologies that appropriately challenge students' graphical problem solving abilities.
- Active student learning featured in most lessons and included both independent and collaborative tasks. These lessons featured effective teaching methodologies and an appropriate balance between teacher exposition and student input. Well-planned resources supported activities and ensured good levels of student engagement in most instances.
- Very good practice was evident where students identified previous learning and used it to solve more difficult problems. This method enabled students to think critically and to apply prior learning to more advanced problems.
- Lessons where students were encouraged to work in pairs were structured appropriately. Students were assigned clearly defined roles, expected outcomes were openly discussed and students were appropriately challenged to compete meaningful tasks collaboratively.
- Students' numeracy and literacy development was well supported through effective use of subject-specific terminology, graphics, sketches and a keyword wall. Both specialist classrooms contain good displays of vocabulary and exemplars of students' work.
- Teachers provided very good one-to-one assistance to students in most lessons. In a few lessons the teacher modelled the solution in advance of the students, this disengaged students from active problem solving. An emphasis on guiding and promoting students to think, test and solve should be promoted.
- Resources incorporated into lessons aided students' spatial intelligence. Teachers made good use of digital learning technology to reinforce students' understanding of key geometric concepts. Lessons that integrated sketching, solid modelling and measured drafting were particularly effective in supporting students' visualisation skills. This practice should be extended within the subject department.
- Questioning was a key assessment component used in most lessons observed. Recall type questions were deployed to test levels of understanding. In some instances these questions required single word answers. Higher-order questions were asked less frequently during lessons, these served to challenge and engage students thinking. A more suitable balance between recall and higher-order questions should be employed.
- The active incorporation of assessment for learning strategies was illustrated by the very effective inclusion of plenaries, self-evaluations, pair tasks and the establishment of success criteria with students. These strategies provided appropriate pacing and flow to lessons. They also served to scaffold the student learning experience and should be extended into all lessons.
- Students' portfolios demonstrated good levels of work and understanding of topics. Monitoring and provision of feedback on student work was also noted, however, teachers should ensure that the feedback and directional comments for improvement are individualised to each student.

- Students worked diligently in all lessons. Very respectful teacher-student relations were evident in observed lessons. Students were familiar with classroom routines and classroom management was very good in all lessons observed.

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

- Whole-school support for the graphics subjects is very good. Current time allocation in junior and senior cycle is in line with guidelines.
- Teachers show a strong commitment to continuing professional development in attending workshops as part of the rollout of the new subject specifications and a number have attained additional qualifications relevant to their work in their own time.
- The graphics subjects are available in all year groups and students are provided with an open choice from a variety of optional subjects. Subsequently option bands are developed based on students' preferences.
- All students of the school's optional TY undertake a well-developed eight-week module. The programme includes some aspects of Design and Communication Graphics syllabus offered in senior cycle.
- The specialist rooms are well maintained and resourced. Management is committed to the ongoing updating of resources and equipment for the graphics subjects.
- Good quality student work is displayed in the specialist rooms and on school corridors notice boards. This is an effective means of promoting the subject within the school and publicly affirming students' endeavour. The inclusion of formative commentary on such work is welcomed as this opens learning to all viewers.

## **3. PLANNING AND PREPARATION**

- The quality of planning and preparation was good overall. Resources and teaching materials were prepared in advance and were used effectively to guide and direct student learning.
- The subject plan is a comprehensive document and details the time allocated for each topic, the suggested teaching methodology and assessment mode. The subject plan also includes a resource section to support literacy and numeracy development through Graphics.
- Formal meetings are held periodically, minutes of these meetings are maintained. To develop greater levels of pedagogical discussion during team meetings, the agenda for meetings should include teaching, learning, student attainment and action planning for improvement as standing items.
- The Graphics teachers conduct an analysis of student performance in certificate examinations. This analysis should be extended by the setting of measureable targets and time-bound action plans aimed to improve student learning and outcomes. Strategies devised should be discussed during team meetings and recorded in the minutes.

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 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;

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Area 1 Observations on the content of the inspection report**

**(Blank)**

## **Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

### **1. Greater emphasis should be placed on active teaching methodologies that appropriately challenge students' graphical problem solving.**

A greater emphasis will be placed on active teaching methodologies that challenge students to think, test and problem-solve rather than rote learning material. Feedback will be more student focused and will comprise of structured formative feedback incorporating the WWW and EBI model. This has been utilised by all subject department teachers in the school. A more balanced and differentiated approach to questioning will be implemented which will challenge all students suitable to their level to think critically and enhance their problem-solving abilities.

To integrate sketching, solid modelling and measured drafting into lessons we have decided to change the desk layout in the DCG room. The new layout will have a drawing board and computer at each workstation. The school has also purchased 32 Surface Go's, along with students own mobile devices, these will be used in Graphics room. These changes will help support students visualisation skills and ensure that a more integrated approach to problem-solving can be achieved.

### **2. Assessment for learning methodologies should be extended into all lessons.**

All department members will endeavour to add assessment for learning (AFL) strategies to their lessons. This will be achieved in cooperation with the AFL group in the school. More department members have now joined the AFL team to help further development and understanding of AFL strategies among teachers, Feedback, both verbal and written will enhance the students understanding of the subject. Due to Covid-19 restrictions, we are adapting existing teaching and learning strategies for students and teachers in the physically distanced classroom.

### **3. Subject department meetings should include discussions on teaching, learning, student attainment and action planning for improvement.**

In future department meetings agendas will include teaching, learning, student attainment and action planning for improvement. Measurable targets and time-bound action plans aimed to improve student learning and outcomes will be set. These goals will be set on a class basis and on individual student basis. We aim to use Athena tracker to help identify students' individual potentials and work with them to maximise their potential. Goals will be set each year to encourage more students to take higher level options at Leaving Certificate level. Every effort will be made to ensure that these targets are in line with or above national averages. Strategies will be discussed during team meetings and recorded in the minutes. As we are a small department these discussions occurred informally prior to this but going forward we will meet formally and record all discussions,