

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

**Subject Inspection in Metalwork and Engineering**

**REPORT**

<b>Ainm na scoile / School name</b>	Moate Community School
<b>Seoladh na scoile / School address</b>	Church Street Moate Co Westmeath
<b>Uimhir rolla / Roll number</b>	91501L

**Date of Inspection: 11-10-2019**



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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 and Engineering 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

<b>Dates of inspection</b>	10 - 11 October 2019
<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 six lessons</li><li>• Examination of students' work</li><li>• Feedback to principal and relevant staff</li></ul>

### School context

Moate Community School is a co-education post-primary school, operating under the trusteeship of the Sisters of Mercy, the Carmelite Fathers and Longford and Westmeath Education and Training Board, with a current enrolment of 851 students. The school offers the Junior Cycle, an optional Transition Year (TY), the Leaving Certificate (Established) and the Leaving Certificate Vocational Programme. Lessons are one hour duration.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- The quality of teaching and learning in the lessons observed ranged from good to very good; with some areas for improvement identified.
- A calm and respectful learning environment was evident in all lessons.
- Teaching methodologies were student centred and provided appropriate opportunities for purposeful engagement with the learning activities.
- Good assessment for learning practices were observed in most lessons: the standard and provision of formative commentary provided on students' written work was inconsistent within the department.
- Provision and whole-school support for Metalwork and Engineering is very good; the uptake of higher level in senior cycle merits deeper investigation.
- Planning and preparation were of high quality, the subject department has good capacity to increase the availability of Engineering within the curricular programmes.

#### Recommendations

- The very good practice observed where students worked collaboratively and discussed their understanding with peers should be extended into all lessons where appropriate.
- Teachers should revisit and review learning intentions during lessons and develop a more systematic approach to providing students with written formative commentary on written and project work.
- The subject department should investigate and implement measures to increase the uptake of higher level Engineering and in collaboration with senior management conduct a feasibility study into introducing an Engineering module in TY.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING, AND ASSESSMENT

- The quality of teaching and learning in the lessons observed ranged from good to very good. Instances of highly effective practice were noted when students engaged in self-assessment during independently led project work.
- Lessons were well structured with a variety of student-led activities. Lesson introductions recapped on previous learning through teacher questioning and outlined what students were going to do. Teachers should also share learning intentions with students, revisit them as the lesson progresses and allocate time for a review during lessons so as to enable students to consolidate and reflect on their learning.
- Teacher questioning was used effectively to check for understanding and develop concepts further. Questions were differentiated and evenly distributed within mixed ability groupings. Higher-order questioning required students to reflect on their response before answering, teachers judiciously used wait time and probing when building complete responses.
- There were examples of students working in pairs to discuss their task and understandings in one of the lessons observed. This very good practice could usefully be extended into all lessons in order to deepen students' knowledge and skill development.
- Students demonstrated effective routines during lessons, were prepared for the class upon entry and sourced the necessary specialist equipment in an orderly, calm and respectful manner when required. Lessons were characterised by high levels of student engagement with independent activity.
- Students demonstrated good understanding when provided with opportunities to apply new learning. These activities enabled students to apply and combine new learning with prior learning, this scaffolding approach to knowledge and skill acquisition is good practice.
- The introduction and expansion of new procedures and theories were supported by teacher-led demonstrations. Theoretical and practical elements of demonstrations were progressively developed and explained clearly using subject specific terminology. Student engagement in modelling new learning was effective and encouraged students to achieve at a suitably high level.
- Overall, the quality of assessment in the lessons observed was good. During one lesson students established the success criteria by analysing a worked design project under the careful guidance of the teacher. Students' responses set high expectations for the completion of project work. Oral feedback to students during activities was very good and developmental.
- The provision of formative commentary on students' written work was inconsistent within the department. Going forward the department should develop a more systematic approach to providing students with written formative commentary on both their written and project work.
- Homework featured in all lessons and provided students with an opportunity to consolidate their learning. A review of copybooks and journals provided evidence of regular assignment and correction.

- During one senior cycle lesson students integrated very good note making techniques to aid revision and problem solving. Learner autonomy and responsibility was evident, students used graphical organisers, sketches, key words and graphs to detail key points necessary for understanding the concepts and subject matter.

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

- Provision and whole-school support for Metalwork and Engineering is very good.
- Timetabling arrangements are in line with subject requirements. All first-year students sample Engineering for half the academic year and decide option subject preferences before entry into second year.
- The specialist room is well maintained with personal protection equipment and pictogram advisory signage. The room is timetabled for maximum usage, is well equipped and provides teachers and students with an very effective space for teaching and learning
- The subject department perform health and safety checks annually using dated templates and forward all issues to senior management. Good progress has been recorded in remedying issues. It is now recommended that the subject department used the latest templates from the Health and Safety Authority and demark safe operating areas around machine tools.
- The number of students studying the subject for junior cycle is good with two class groups in both second and third year. There is currently one class group per year in senior cycle. The subject department have correctly identified that the uptake of higher level in senior cycle Engineering is low. The subject department should now investigate this further and implement measures to increase the uptake of Engineering at higher level.
- To further support and promote the subject in senior cycle, it is recommended that the subject department in collaboration with senior management conduct a feasibility study into introducing Engineering as a module in TY.
- Support for teachers' engagement with continuing professional development is very good.

## **3. PLANNING AND PREPARATION**

- The quality of teachers' individual planning and preparation for the lessons observed was very good. Resources and equipment were prepared and setup in advance of lessons.
- A detailed department plan has been collaboratively prepared by the two teacher department. Schemes are clear, time bound and student activity based. Strategies to cater for learners needs are also sensitively documented. Very good initial planning for the implementation of Junior Cycle Engineering was presented at the time of the evaluation.
- Highly effective team teaching was observed during the evaluation. The enriched activities students experienced during a station teaching section of the lesson required careful and methodological planning. This collaborative approach to planning and teaching is commendable.
- Teachers analyse and discuss attainment at certificate examinations during formal departmental planning meetings. Commendably discussions documented have identified areas for development and improvement within the department. Teachers should now prioritise these areas and formulate an action plan.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principals and subject teachers following 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
<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;