

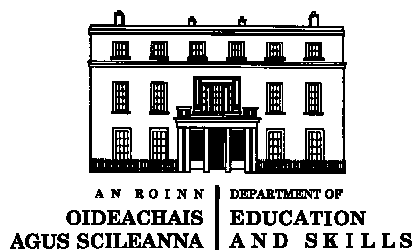
An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Subject Inspection of Physical Education
REPORT**

**Coláiste An Chroí Naofa,
Carraig na bhFear, County Cork
Roll number: 62130M**

Date of inspection: 28 January 2016



REPORT ON THE QUALITY OF LEARNING AND TEACHING IN PHYSICAL EDUCATION

INFORMATION ON THE INSPECTION

Date of inspection	28 January 2016
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and teachers• Interaction with students	<ul style="list-style-type: none">• Observation of teaching and learning during four class periods• Examination of students' work• Feedback to principal and teachers

MAIN FINDINGS

- The quality of teaching and learning observed during the evaluation was very good in all lessons.
- Students are achieving very well in Physical Education and are appropriately challenged by their teachers.
- Lessons were characterised by high levels of student activity and excellent co-operation between students.
- A good subject plan is in place and individual lessons benefited from thorough, detailed planning.
- The school's physical education hall, while functional, would benefit from some refurbishment and upgrading.
- Reporting procedures are good and reports contain good levels of formative commentary.

MAIN RECOMMENDATIONS

- The physical education department should continue to develop opportunities for greater student autonomy in the planning and delivery of aspects of the physical education programme, particularly as students progress to senior cycle.
 - Timetabling difficulties notwithstanding, all students should be provided with a minimum of a double-period of Physical Education per week.
 - The school should continue its plans for the development of its physical education facilities.
 - Information on assessment and reporting of Physical Education and the recommended use of assessment of practical performances should be documented in the subject plan.
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INTRODUCTION

Coláiste an Chroí Naofa is a co-educational, voluntary secondary school which is situated on the outskirts of Cork city. The school is under the trusteeship of Catholic Education: an Irish Schools' Trust (CEIST), and has 518 students enrolled in the current school year. The school offers the Junior Certificate and Leaving Certificate as well as the Leaving Certificate Vocational Programme (LCVP) and an optional Transition Year (TY) programme.

TEACHING AND LEARNING

- The quality of teaching and learning observed was very good in all lessons.
- Good pedagogical practices, such as the sharing of learning intentions at the start of lessons and regular reference to these as the lessons progressed, provided a clear focus for students and helped to consolidate learning. It was also positive to note that, when recapping at the end of lessons, teachers provided information as to how learning in the current lesson would be further developed in future lessons.
- Thorough explanations and demonstrations from teachers ensured that students had a very good understanding of the tasks set. Detailed explanations with regard to the physiological impact of exercise were particularly impressive and were a considerable aid to students' learning.
- An excellent range of classroom materials had been prepared in advance for the lessons observed. These materials were used appropriately during the lessons and added greatly to the learning experience.
- The excellent rapport, which existed between teachers and students, was a notable feature of all lessons. Teachers are highly commended for the positive attitudes towards health and physical activity which their respectful and friendly engagement with students is helping to promote.
- Students performed all tasks set with enthusiasm and responded well to questioning from teachers which often took place while they were engaged in warm-up and cool-down activities. Thus, key information such as the names of muscle groups being activated, was elicited from students through directed and general questioning without reducing physical activity levels. Such practices are highly commended.
- Students exhibited a very good understanding of technical terms relating to health-related fitness and performance-related fitness and teachers made every effort to help students to apply these concepts to their everyday lives. Questions posed by students indicated engagement and the ability to apply this learning.
- While good use of differentiated tasks was observed, it is recommended that the physical education department make greater use of teaching methodologies that provide scope for student autonomy in the learning process, particularly as students progress to senior cycle. The use of the rich-task approach was discussed in this regard.
- Literacy skills were developed through the frequent writing of key terms on the whiteboard. Numeracy skills were developed through tasks set which required students to calculate both their resting and maximum heart rates.

SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- All students in junior cycle are timetabled for one double-period of Physical Education per week. In senior cycle, while it is positive to note that almost all students now have one double-period of Physical Education, students who are taking the LCVP currently do not have timetabled lessons in the subject. Timetabling difficulties notwithstanding, it is recommended that the school should provide a minimum of a double-period of Physical Education per week for all students.
- Reporting in Physical Education is good and it is positive to note that reports to parents contain good levels of formative commentary as this can be very motivational for students.
- While the outdoor facilities available for the teaching of Physical Education are good, the school's physical education hall is in need of some refurbishment and upgrading and the school is encouraged to progress its plans in this regard.
- The provision of Wi-Fi internet access in the physical education hall would be of significant benefit to teaching and learning if this can be facilitated.
- There are two qualified teachers of Physical Education involved in the delivery of the subject. It is suggested that both teachers should be timetabled for a range of both junior cycle and senior cycle classes in order to provide a variety of teaching experiences to both teachers.

PLANNING AND PREPARATION

- Subject department planning is well advanced and the physical education plan is very comprehensive. The detail which both the plan and schemes of work contain with regard to the development of literacy and numeracy through Physical Education is praiseworthy.
- A very good range of co-curricular and extracurricular physical activities has been planned with many teachers involved. This is commended as such provision can be very important in extending learning in Physical Education.
- It is positive to note that detailed, handwritten minutes of subject department meetings have been maintained for many years in the school. It is suggested that minutes should be maintained electronically in future.
- A broad and balanced range of activities has been planned in the school's physical education programme with some different activities planned in junior and senior cycle. TY also includes activities, such as yoga, which are not normally part of the physical education programme. This is commended and it is recommended that the school continue to provide similar, novel activities in TY. The physical education department should also consider planning for slightly longer blocks of activity in junior cycle in order to provide opportunities for more in-depth learning.
- Individual lessons were very well planned reflecting a considerable amount of thought and preparation on the part of the teachers.
- Information on assessment and reporting of Physical Education should be documented in the subject plan. As part of the school's assessment practices, it is recommended that one assessment of practical performances in Physical Education should take place each year to

inform reporting in the subject. This should be documented as part of a developmental section of the plan.

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 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.