

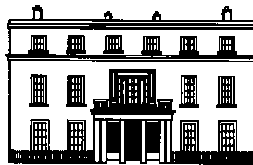
**An Roinn Oideachais agus Scileanna**

**Department of Education and Skills**

**Subject Inspection of ART  
REPORT**

**Coláiste Éanna  
Cabra, County Dublin  
Roll number: 701500**

**Date of inspection: 17 February 2011**



**AN ROINN | DEPARTMENT OF  
OIDEACHAIS | EDUCATION  
AGUS SCILEANNA | AND SKILLS**

**REPORT  
ON  
THE QUALITY OF LEARNING AND TEACHING IN ART**

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**INFORMATION ON THE INSPECTION**

<b>Date of inspection</b>	17 February 2011
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and teachers</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during five class periods</li><li>• Examination of students' work</li><li>• Feedback to principal and teachers</li></ul>

**MAIN FINDINGS**

- The quality of teaching and learning as observed during this evaluation was good overall.
- The art department provides a very positive and caring atmosphere for students. Students were very well behaved and engaged in their work during all lessons.
- Curricular planning is appropriately focussed on the skills required by the various syllabuses. However, there is a need to further incorporate subject matter of personal relevance into lessons and to increase the use of ICT in lessons.
- Whole-school support for Art is good.
- The art department exhibits students' work in public areas of the school. There is scope to develop this good practice by extending the opportunities for display and by focussing students on the presentation of their work.

**MAIN RECOMMENDATIONS**

- Lesson plans should place more emphasis on the motivations and interests of students to help further develop engagement.
  - Students should be provided with specific lessons on the use of all materials that they employ in their work.
  - The art department should focus students on the presentation of their work to best effect.
  - The art department should provide further opportunities for students to showcase their work.
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## **INTRODUCTION**

Coláiste Éanna is a co-educational school under the auspices of the City of Dublin Vocational Educational Committee. The school has an enrolment of 847 students of whom fifty-seven are enrolled on post-primary programmes. The school is involved in the Department of Education and Skills' Support Programme under the Delivering Equality of Opportunity in Schools (DEIS) action plan. In addition to post-primary programmes and courses, the school offers a number of Post Leaving Certificate (PLC) and further education courses.

## **TEACHING AND LEARNING**

- The quality of teaching and learning was good overall. Four lessons including groups from both the post-primary and the PLC class groups in the school were observed.
- The teachers' delivery of information was clear and generally well pitched to the needs of the learners.
- Students' use of terminology in some cases was limited. Key words, preferably illustrated, should be displayed to develop familiarity with subject-specific language. This approach could be linked to target setting in DEIS.
- In each of the lessons observed, the structure of the lessons was good. Lessons were characterised by clear structures in which tasks were explained to students in a logical and sequential fashion.
- The management of students was conducive to good teaching and learning. Students were appropriately familiar with working in a studio environment and were able to access and return the materials and equipment that they required.
- The pace of the lessons observed was good. Tasks were achievable so that students could quickly observe progress thus promoting achievement and supporting learning.
- Affirmation was well used to support students' effort and achievement. Teachers prioritised developing students' confidence in their skills. Interactions between teachers and students were informed by a caring ethos.
- It was noted that some students in one lesson were not very enthused by their project work. To support student engagement in longer term projects, it is recommended that students' own interests and motivations be used to select subject matter in projects wherever possible.
- During one lesson, a brief was distributed to students to help them to understand the requirements of a project. This was used in conjunction with a presentation on a digital projector. This is a good strategy. The digital projector should be used more regularly to display visual aids for students. To develop the use of visual aids in the classroom further, it is suggested that relevant exemplars and students' work should be presented to best effect and subsequently photographed to compile a bank of relevant images.
- It is noted that in some cases, students did not fully understand the potential of the materials they were working with. Consideration should be given to the provision of

specific lessons on the use of all materials. It is especially important that students are shown how to best use materials that they will encounter regularly such as colouring pencils, oil and chalk pastels, and paint. In this way students will have opportunities to improve their technical skills whilst working out ideas and developing images for the various disciplines.

- Some work of high quality was examined during the evaluation. It is commendable that where students have aspirations to experiment with alternative materials and ideas, they are supported in their efforts. In particular, the art work made for the PLC Childcare Course deserves praise for its ingenuity and expressive qualities. Painting was good across all levels and programmes.
- Questioning techniques were used well by teachers to help students clarify issues and tasks. It is suggested that a combination of higher-order and lower-order questions be used in lessons to provide students with more opportunities to use terminology and to form opinions. In all lessons, students were confident to ask questions of the teachers who gave good advice in a supportive manner.
- The atmosphere of the lessons observed was very good and students appeared to be enjoying their work. There was a very positive rapport between teachers and students in the lessons observed. Teachers treated students with respect and kindness and in return, students were very well behaved.
- Formative assessment was used in all of the lessons observed as teachers helped students to find ways of reviewing and improving their work. Summative assessments are carried out and recorded appropriately.

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

- The school is supportive of Art and provides a good sized room with lockable storage for the subject. In addition, the school provides a kiln and dedicated ICT equipment. Resources allowing, the room should be repainted white to best display students' work.
- There were sufficient materials available during the evaluation for students' work and projects. However, there is a need to acquire specific materials to enhance the display of students' work.
- During the evaluation, some student-generated artefacts were observed on display in a public area of the school. This is very supportive of the work of students. It is suggested that this approach to the celebration of students' work be extended in order to further build students' confidence in their own abilities.

#### **PLANNING AND PREPARATION**

- The art department meets informally on a regular basis to plan for the subject. A good interpretation of the various syllabuses for year groups and course groups has been developed. Curricular plans appropriately focus on the skills required to prepare students for the certificate examinations. Lesson plans for students should now place more emphasis on the motivations and interests of students to support student engagement. In this way students will be better able to reflect their own experiences and personal

observations in their work. Literacy and numeracy in the planning for Art should reflect the strategies recorded in the DEIS plan.

- The history and appreciation of art is integrated into lesson plans which represents good practice. It is good to note that students are provided with opportunities to replicate important artefacts in three-dimensions. This is a very good learning strategy.

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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 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.