

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

**Subject Inspection of Physical Education**  
**REPORT**

**St Kilian's Deutsche Schule**  
**Clonskeagh, Dublin 14**  
**Roll number: 60630W**

**Date of inspection: 17 April 2012**



**A N R O I N N | D E P A R T M E N T O F**  
**O I D E A C H A I S | E D U C A T I O N**  
**A G U S S C I L E A N N A | A N D S K I L L S**

**REPORT  
ON  
THE QUALITY OF LEARNING AND TEACHING IN PHYSICAL EDUCATION**

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**INFORMATION ON THE INSPECTION**

<b>Date of inspection</b>	16 & 17 April 2012
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussions with principal and teachers</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during eight class periods</li><li>• Examination of students' work</li><li>• Feedback to principal and teachers</li></ul>

**MAIN FINDINGS**

- The quality of learning and teaching varied from satisfactory to very good in the lessons observed.
- All lessons were characterised by positive relationships, enjoyment and a supportive learning environment.
- Lessons were most effective when there were clear outcomes, a high level of student engagement through analysing movement and performing and where tasks were structured to optimise learning.
- Physical Education, sport and physical activity are highly valued by all members of the school community, with all students encouraged and supported to participate in their curricular programmes, and in a broad range of extra-curricular sports and events.
- Facilities are of a high quality and are very well maintained, with very good attention paid to health and safety.
- The subject is well co-ordinated and all elements of the organisation and delivery of the programme are thoroughly documented, however, there is scope to further develop the programmes of work.

**MAIN RECOMMENDATIONS**

- Management should continue to optimise the time provision for Physical Education in accordance with the recommendations of the Department of Education and Skills.
  - Teachers should ensure that all lessons have clear outcomes and teaching methods should aim to maximise opportunities for practise, application and learning.
  - Future planning should focus on expanding the programmes of work, identifying the learning outcomes for each year group and further developing the assessment process.
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## **INTRODUCTION**

St Kilians Deutsche Schule / Eurocampus is a co-educational secondary school with a current enrolment of 361 Irish and international students. The school provides the Junior Certificate, a compulsory Transition Year programme (TY) and the established Leaving Certificate. It also prepares students for the German Sprachdiploma examinations.

## **TEACHING AND LEARNING**

- In the lessons observed, the quality of learning and teaching varied from satisfactory to very good.
- Lessons were characterised by a positive and affirming rapport between students and their teachers. A good working atmosphere was established in lessons and students engaged very well throughout.
- Good practice was observed when specific learning outcomes were shared with students. In one lesson, the criteria for a forthcoming practical assessment were also shared with students at the outset. This helped provide a focus for students' learning and subsequent engagement. Consideration should be given to the greater use of assessment for learning (AfL) approaches in all lessons.
- Initial warm-up activities were progressively paced and prepared students for the lesson tasks. These involved a good range of mixed-mobility and joint range-of-motion activities. In some lessons, students would have benefitted from additional kinaesthetic cues to improve their ability to perform these activities. Teachers should encourage students to use the warm-up to further develop efficient movement mechanics and reinforce their prior learning.
- In some lessons, students were afforded opportunities to lead their peers, mostly during the warm-up. The further use of co-operative learning activities throughout lessons should be considered, as this can greatly improve students' engagement, understanding and performance.
- In some instances, the size of the working zones was too large for lower skilled or less fit students, and in some cases students spent excessive time queuing to practise the focused skill. Careful consideration should be given to planning tasks to ensure that they differentiate for ability and optimise time for skill acquisition and application.
- Demonstrations were used effectively in most lessons to illustrate the main technical components of the focused skill practises. Questioning was also used effectively in some lessons, while there was limited use of this in others. Greater use of questioning is recommended to assist students develop and assess their understanding.
- Recording of participation is well developed and reporting to parents is in line with school policy. The assessment of student learning and physical competency should be further developed. Teachers should agree a number of key assessment milestones for each year group in line with established learning outcomes.

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

- The time allocated to all students for Physical Education is sufficient to support the delivery of the subject. However, management should continue to work to provide the subject for two hours per week for all students, in line with the recommendations of the Department of

Education and Skills. Furthermore, it is best practice that teachers deployed to teach the subject are appropriately qualified.

- Very good attention is paid to the timetabling arrangements to accommodate both the primary and secondary sectors.
- There has been good engagement with continuing professional development (CPD) in activity specific courses. Consideration should also be given to engaging with the teacher professional network organised through the Physical Education Association of Ireland (PEAI) as a means of maintaining contact with subject-specific developments.
- The range and quality of the available facilities for the physical education and extra-curricular sports programmes are of a high standard. The provision of additional fixed playground equipment and exercise stations around the sports fields creates an engaging environment to support students' physical activity and the development of fundamental motor skills.
- The subject department has a broad range of equipment to support the delivery of the planned activity modules. There is also access to ICT equipment to support teaching and learning. Consideration should be given to installing a whiteboard in the sports hall as this can be a useful tool to display or explain skills, tactics, principles and concepts.
- The commitment and dedication to promoting and supporting students' engagement in extra-curricular sport is very good. The achievement of individuals and teams across the sports provided is excellent given the size of the school. Initiatives such as the *bundesjugendspiele* and *wandertag* further promote engagement in physical activity and sport. Consideration should be given to pursuing the Active School Flag ([www.activeschoolflag.ie](http://www.activeschoolflag.ie)).

#### **PLANNING AND PREPARATION**

- A collaborative approach is taken to the organisation of the physical education and extra-curricular sports programmes. The organisation of facilities, equipment and personnel is very well developed. Minutes of subject department meetings, correspondence, budgeting and organisational elements are thoroughly documented in the subject plan.
- There is scope to further develop the programmes of work for all year groups in junior and senior cycle. A greater balance between games and individual activities should be considered with modules in dance, gymnastics and adventure activities included in the programmes, where appropriate. The Junior Cycle Physical Education ([www.jcpe.ie](http://www.jcpe.ie)) website and the syllabus should be used to inform this work. Programmes of work for each year group should identify the key learning outcomes and align these with the syllabus content and assessment criteria and methods.
- Additional electronic and hardcopy resources should also be developed to support students' learning in the planned activity modules. These may include task cards with key performance indicators, criterion reference video clips and other supporting materials.
- Elements of self-evaluation and reflection are documented in the subject plan, which is good practice. The inclusion of student input should be considered to further enhance this process.
- Good attention is paid to health and safety in the subject 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.

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