

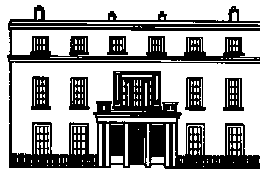
**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Subject Inspection of ART**  
**REPORT**

**Kylemore College**  
**Kylemore Road, Ballyfermot, Dublin 10**

**Roll number: 70240P**

**Date of inspection: 19 January 2016**



**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>Dates of inspection</b>	<b>18 and 19 January 2016</b>
<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 three class periods</li><li>• Examination of students' work</li><li>• Feedback to principal and teachers</li></ul>

**MAIN FINDINGS**

- The overall quality of learning and teaching in the lessons was good with some instances of very good practice also observed.
- Students' behaviour was exemplary and all were willingly engaged in learning activities.
- The highly commendable practice of working from primary sources was seen in all practical lessons.
- The high quality learning environment that is provided for students supports and enriches their learning of Art.
- Some very good planning and preparation practices were documented.
- Whole school provision for Art is very good, as noted in the significant range of initiatives that provide student enrichment and involvement in the subject.

**MAIN RECOMMENDATIONS**

- Differentiated teaching methodologies should be further developed to improve the pace of lessons and to challenge all learners.
  - Opportunities for greater student autonomy should be encouraged in the art department as this should encourage more independent learning for students.
  - Subject department planning documents should include a greater focus on differentiated teaching approaches commensurate with varied student abilities and the specific learning intention.
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## **INTRODUCTION**

Kylemore College is a co-educational, multi-denomination secondary school which participates in the Delivering Equality of Opportunity in Schools scheme (DEIS). With a current enrolment of 354 students, the school operates under the patronage of the City of Dublin Education and Training Board (CDETb). A range of programmes are provided including the Junior Certificate, the Junior Certificate School Programme (JCSP), the established Leaving Certificate programme and the Leaving Certificate Applied (LCA). The school also offers a compulsory Transition Year (TY).

## **TEACHING AND LEARNING**

- The overall quality of learning and teaching in the lessons observed was good with some instances of very good practice.
- Very good practice was seen in the use of working from primary sources. Most notable was the excellent use of the local environment as a starting point for the creation of artwork.
- A high level of skill, competence and knowledge of the subject was demonstrated by the teacher in all lessons observed.
- A range of effective teaching methodologies was used in the lessons observed. Teacher demonstration and individual instruction were the main teaching methodologies used in practical lessons. Questioning techniques, note making, ICT and practical exercises were used to enhance learning in art history lessons.
- The demonstrations observed were highly effective for the most part, but the teacher should ensure that student understanding of the task is fully determined before moving on with the activity.
- The inclusion of practical activities to enhance student learning of Art History and is commendable.
- Very good continuity with prior learning was observed and was referenced throughout all lessons. This worked particularly well in an art history lesson where clear references were made to the students' own experience of a gallery visit.
- Where there was a range of abilities in the class the teacher should differentiate the learning intentions so that students who progress at a greater pace are appropriately challenged, and that all students are purposefully engaged throughout the lesson.
- Methodologies such as extension work, peer teaching and more higher order questioning should be explored, where appropriate, to ensure that all students are afforded the opportunity to progress at their own pace.
- Students were highly motivated to learn in all lessons as noted in their active questioning and their answering of questions. Students were positively affirmed for effort and strongly encouraged to ask and answer questions.
- Student behaviour was exemplary in all lessons observed and students willingly participated in all activities. They also demonstrated an eagerness to progress.
- The art department provides an attractive, bright, colourful and stimulating learning environment with displays and visuals that support and enrich teaching and learning.

- Homework is set regularly for both Art History and practical work. In addition to individual oral feedback in class, affirmative comments that provided clear directions for improvement are given by the teacher. This is very good practice.
- Parents and students are regularly informed of progress through student journals and formally through written school reports. Student artwork is displayed at parent-teacher meetings where written reports are provide further information on progress.
- The art department places a strong emphasis on literacy and numeracy. The implementation of literacy strategies were seen through the use of keywords and of subject specific language by both teacher and student. Excellent use was made of opportunities to contextualise the learning of numeracy, for example where the teacher referred to sequence in regard to print.

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

- Overall, the timetabling of Art is very good. This includes and appropriate allocation of time for the subject and good opportunities for students to access Art. The uptake of Art is very good at junior cycle and the increasing enrolment numbers in the school should in time lead to improved uptake in senior cycle. This trend is to be welcomed.
- A significant range of extremely positive co-curricular and extra-curricular art initiatives that provide student enrichment and involvement in Art is in place for all in the school. Students are encouraged to partake in internal and external art initiatives, projects and competitions and are positively acknowledged for participation and success. Recently Kylemore College was awarded the title of *School of the Year* by the Sports and Cultural Council for their art and craft work.
- Students are supported to continue their studies of Art at third level and scholarship prizes are awarded to students preparing portfolios for Art College.
- Students are afforded excellent opportunities to display their work throughout the school, and in public, including an annual exhibition of their work in the local library.
- Teachers are supported in their continuing professional development and avail of opportunities to up-skill.

### **PLANNING AND PREPARATION**

- The coordination of the art department is rotated on an annual basis. Members of the department meet regularly and minutes of these meetings are retained. Meeting times should allow for discussion and the sharing of pedagogical practices, including differentiated strategies for the teaching of all aspects of the syllabus.
- A detailed subject department plan has been developed and is regularly updated. The quality of the plan has a positive influence on the overall structured and organisation of lessons. There is however, scope to further develop differentiate learning intentions to ensure that all student abilities are catered for while providing appropriate challenge.
- The existing differentiation section of the planning documents should be linked with methodologies and learning outcomes for each scheme, to better meet the needs of specific learners of specific topics

- Individual lesson plans are revised and updated on a regular basis and notes are made of student progress and of changes to plans. This is very good practice.
  - State Examination data is analysed annually by the Art department with a view to setting and reviewing targets, and a report is prepared for the board of management.
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The board accepts the report as the final inspection report available for publication and does not wish to respond formally to the report.