

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Subject Inspection in Art

REPORT

Ainm na scoile / School name	Cabinteely Community School
Seoladh na scoile / School address	Johnstown Road Cabinteely Dublin 18
Uimhir rolla / Roll number	91310E

Date of Inspection: 19-10-2018



An Roinn Oideachais
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 Art 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.

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.

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

Dates of inspection	18-10-2018 - 19-10-2018
Inspection activities undertaken <ul style="list-style-type: none">• Review of relevant documents• Discussion with principal and key staff• 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 relevant staff

School context

Cabinteely Community School is a co-educational post-primary school in South Dublin with a current enrolment of 457 students. The school provides the Junior Certificate, a compulsory Transition Year (TY) programme, the established Leaving Certificate and the Leaving Certificate Applied (LCA). The school participates in Delivering Equality of Opportunity in Schools (DEIS), the action plan of the Department of Education and Skills for educational inclusion.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The overall quality of learning and teaching was good, with aspects of very good practice and some areas for improvement.
- Teachers provide a positive and affirming atmosphere for learning in Art and student behaviour was exemplary.
- Lessons focused mainly on practical skills development, with less emphasis on creative skills.
- Some good assessment practices are in place, but there is scope to improve formative assessment.
- The quality of subject provision and whole-school support for Art is very good.
- Good subject plans are in place, but there is scope to improve collaborative planning particularly for the delivery of the new Junior Cycle Visual Art specification.

Recommendations

- Teachers should plan and implement strategies to ensure that students' creative and critical-thinking skills are developed in line with their learning of practical skills.
- The art department should further develop formative assessment strategies, with a focus on improving learning.
- Teachers should take a more collaborative approach to planning in light of recent curricular changes in Junior Cycle Visual Art and assessment changes in Leaving Certificate Art.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of teaching and learning in the lessons observed was good. Aspects of highly effective practice were noted in all lessons, however there was scope for a more student-led approach in a few instances.
- Learning intentions were shared with students in the majority of lessons. To build on this good practice, learning intentions that encompass both practical skills and creativity should be shared in all lessons.
- Teachers provided clear instructions for the planned activities from the outset and effectively demonstrated techniques to ensure very good student understanding of the required tasks. This very good practice was noted in all lessons.
- Classroom management was very good in all lessons. Teachers have established effective structures for setting up and clearing workstations and for storing student work.
- Art is taught in a positive atmosphere of mutual respect, and student behaviour was exemplary throughout the evaluation. Teachers were highly affirming of students' contributions and efforts and encouraged motivation, enthusiasm and enjoyment in Art.
- In most lessons teachers provided good opportunities for productive student participation in meaningful activities. Student engagement was best where learners were enabled to experiment and work independently, at their own pace. Teachers should facilitate this approach in all lessons, in place of the teacher-led, step-by-step approach taken in a few instances.
- Commendably, teachers made very good references to prior learning and made good efforts to establish students' understanding in order to differentiate learning for the lesson.
- Very good links with Art History were made in most practical lessons, and overall there was excellent integration of visual culture with practical skills. This very good practice builds students' confidence and facilitates their understanding of visual culture from first year, and enhances their use of subject-specific language.
- Teachers promoted the use of primary sources in all practical lessons. Lessons generally focused on the development of drawing and painting skills by recording observations of primary sources. However, in some instances students were not able to link the development of ideas to their observational drawing. Teachers should integrate students' learning of practical skills with learning of the creative, critical thinking and decision-making skills needed to develop their ideas in Art, from first year.
- Teachers used effective questioning to assess students' knowledge and understanding in Art, and very good practice was noted where teachers facilitated students to answer their own questions through prompts and reminders of prior learning. To build on this, teachers should include more higher-order questions to cultivate students' creative thinking.
- Students are assessed in Art through a variety of means including verbal formative feedback in lessons and some written feedback on both written and practical work. While some good practices are in place, there is scope to improve formative assessment, including teachers' use of success criteria linked to learning intentions, and more consistent provision of written formative feedback. Students should use assessment feedback to improve their learning.
- Teachers assign art history homework regularly in senior cycle, however homework is less regularly assigned in junior cycle. The art department has correctly identified this as an area for improvement as part of the whole-school DEIS target for attainment, and has developed an action plan to address this. These actions should now be consistently implemented.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The quality of subject provision and whole-school support is very good. Art is an optional subject for Junior Cycle and Leaving Certificate. Option bands are based on student choice, and uptake is very good.
- In TY, Art is currently open only to students who studied it in junior cycle. This should be reviewed to ensure that all students have access to the subject to maintain skills developed in junior cycle, and for those new to Art to develop necessary skills to access the subject in senior cycle, should they choose to.
- Very good opportunities are provided for students to access Art beyond the curriculum including participation in competitions, visits to exhibitions and a range of co-curricular activities. The art department has developed very good links with external bodies to complement learning in Art, including whole-school initiatives such as Green Schools.
- Permanent student artworks are on display throughout the school and the art department indicated plans to expand the display of temporary artworks beyond the art rooms and surrounding areas. This good practice should include consistent displays of students' current artworks.
- Two specialist rooms are well equipped to cater for a very good range of art, craft and design disciplines, including a functioning kiln for ceramics. The Art health and safety statement and risk assessment should be updated to include student access to the kiln.

3. PLANNING AND PREPARATION

- The art department put substantial work into developing a comprehensive subject plan in 2015. The plan includes the overall organisation of the department, links to key whole-school policies and meaningful aims and objectives for the subject. Good plans are in place for TY and LCA programmes.
- Teachers have developed detailed schemes of work that outline learning outcomes linked to visual culture for each year group. Members of the art department involved in delivering the new Junior Cycle Visual Art specification have developed relevant schemes of work. There is scope for a more collaborative approach to planning for Junior Cycle to ensure that all members of the art department are in a position to meaningfully contribute to Subject Learning and Assessment Review meetings.
- In the Leaving Certificate schemes of work time is allocated for practical coursework examination, and cognisance is taken of the requirement to work from primary sources. There is however, scope to include a greater focus on the artistic process and development of ideas from primary sources, in line with current certificate examination assessment arrangements.
- The art department meets informally on a regular basis, and senior management facilitates formal planning meetings each term. The art department should use available opportunities to work collaboratively to keep subject plans and schemes of work updated in line with recent curricular and assessment changes.
- Certificate examination data is analysed by the art department and minutes of meetings indicate that teachers discuss and identify areas for development. This is very good practice and could be further utilised to inform planning for improvement in teaching, learning and assessment.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and subject teachers at the conclusion of the evaluation.

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
Very Good	Very good 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 outstanding 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
Good	Good 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
Satisfactory	Satisfactory 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
Fair	Fair 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
Weak	Weak 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;