

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

**Subject Inspection in Art, Craft and Design**

**REPORT**

<b>Ainm na scoile / School name</b>	Colaiste Na Mí, Navan, Co. Meath
<b>Seoladh na scoile / School address</b>	Johnstown Educational Campus Johnstown Navan
<b>Uimhir rolla / Roll number</b>	76173K

**Date of Inspection: 14-03-2019**



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**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, Craft and Design 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 was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

## **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

<b>Dates of inspection</b>	13-03-2019 and 14-03-2019
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and key staff</li><li>• Interaction with students</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during four class periods</li><li>• Examination of students' work</li><li>• Feedback to principal and relevant staff</li></ul>

### School context

Coláiste na Mí is a co-educational school under the patronage of the Louth and Meath Education and Training Board. The current enrolment is 720 students. The school provides the Junior Cycle, Transition Year (TY), the Leaving Certificate and Leaving Certificate Applied (LCA) programmes. Art is an optional subject in all programmes.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- Teaching and learning were of a very high quality overall in the lessons observed.
- In-class assessment was very effective; a strong emphasis was placed on the integration of visual culture with practical work; however, written assessments are not sufficiently aligned with classroom practice.
- Very good tracking systems are in place; commendably, students are involved in setting and monitoring their own progress in Art.
- Students for whom English is an additional language (EAL) receive good one-to-one support; however, the written resource material for EAL students is not differentiated to meet their literacy needs.
- The quality of whole-school provision and support for Art is very good overall; a few aspects of health and safety need to be addressed.
- Overall, the quality of planning and preparation of Art is very good; a collaborative approach to subject planning is apparent.

#### Recommendations

- The art department should now integrate practical, theory and visual culture into written assessments in line with classroom practice.
- The teachers of Art should review and develop literacy strategies to further support EAL students in lessons.
- The art department should complete a risk assessment for each art room, and when feasible erect the safety cage around the kiln.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING, AND ASSESSMENT

- Overall teaching and learning were of a very high quality in all of the lessons observed. Students in the majority of instances were motivated to learn through having a clear sense of attainable and challenging learning goals.
- All lessons were thoroughly prepared in advance with effective resources such as teacher-designed handouts to support students' learning. In all instances success criteria were used very effectively to structure lessons.
- The teachers of Art communicated clearly with students and in all of the lessons observed they set high expectations for achievement. Clear learning intentions were shared with learners from the outset.
- Some very good examples of differentiated instruction were observed. For instance, when learners were working independently in lessons the teacher provided one-to-one support where needed.
- While many successful strategies are in place to develop students' literacy, an aspect of literacy, relating to EAL students, requires further consideration. While EAL students were provided with good individual tuition, they were then given the same written material as all other students. It is recommended the art department review the implementation of literacy strategies which further support EAL students.
- Overall, in-class assessment was very effective. Teacher questioning strategies were very effective. Higher and lower order questions were used appropriately and in most instances teachers afforded good wait-time to students to answer questions.
- The art department designed an effective template to provide constructive written feedback on student work. A review of student work indicated that students do complete the template, but their responses are often not reflective of the formative feedback provided to them. To ensure that students use the feedback provided in an optimal way, teachers should ensure that students' responses take cognisance of the feedback provided to them in order to support progression in their learning.
- In lessons observed, there was a strong emphasis placed on the integration of visual culture with practical work. However, written assessments focus separately on practical, theory and visual culture. It is recommended that the art department now integrates these elements into written assessments to align sufficiently with classroom practice.
- Very good tracking systems are in place. The teachers of Art regularly meet students to discuss learning. Commendably, students are involved in setting and monitoring their own progress. Learners commented favourably on the tracking interventions and reported that the strategies in use help them to focus on areas for improvement.
- Students demonstrated good knowledge and skills and were able to use subject language appropriately. During plenary sessions the majority of students answered confidently and demonstrated an enquiring attitude towards their own learning. In one instance a few students did not engage during whole-class discussions. The art department should further develop methodologies to extend oral literacy tasks to encourage all learners to participate in plenary sessions.

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

- The quality of whole school provision and support for Art is very good overall.
- Option bands are constructed based on students' choices after completing a sampling programme in first year. The school has recently completed surveys with stakeholders to review the current sampling programme arrangement. Using findings from the surveys, the school is shortening the sampling programme in the next academic year.
- The art department is provided with one large specialist room and has developed an adapted second space fit for purpose. Every effort is made by the art department to ensure that maximum use is made of the specialist room. School management is aware of the constraints of the smaller room as a learning space for Art. At the time of this evaluation the school had plans in place to further enhance the facilities.
- A health and safety statement was reviewed. No risk assessment of the art rooms has been completed. This should be addressed. Additionally, the risk assessment should also include the second classroom currently being used for Art.
- The specialist room is furnished with a kiln and appropriate extraction fan. Safety signage and markings around the equipment are clearly displayed. The school has a safety cage in storage. It is recommended, when feasible, that this piece of safety equipment be erected.
- The art department shows great dedication to the subject and supports many activities in the school such as the Cultural and Diversity Week.
- Attendance was good in the lessons observed, but it was noted that there is a small cohort of students who don't attend regularly. While the art department is very conscious of this fact and has been proactive in tracking and promoting better attendance, continued low attendance will delay the overall progress of coursework in Art. In order to support effective teaching, learning and assessment, the art department in collaboration with senior management, should continue to monitor the effectiveness of the whole-school approaches to improve attendance.

## **3. PLANNING AND PREPARATION**

- Overall, the quality of planning and preparation of Art is very good. A collaborative approach to subject planning is apparent. The Junior Cycle subject plan is based on appropriate learning outcomes set out in the Visual Art specification.
- A very good analysis of results is undertaken. The art teachers use this analysis to plan appropriate units of learning. This is completed during formal meetings. In order to support this work further, developing an action plan to support on-going development of teaching and learning in Art would prove beneficial.
- Planning for TY is effective overall. The TY plan offers students a good variety of art experiences such as creating and understanding art installations. No review of TY has been formally carried out and this is recommended. Including the voice of the learner in this review will further inform the on-going development of the TY programme of work in Art.

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

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

**Part A: Observations on the content of the inspection report**

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**Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection**

The board accepts the inspection report in full. The board notes that the findings on Teaching, Learning and Assessment, Subject Provision and Whole School Support and on Planning and Preparation are 'very good'. With regards to recommendations, the subject department will now integrate practical, theory and visual culture into written assessments. Literacy strategies will be further developed in order to support EAL students and a comprehensive risk assessment is currently in progress for each art room.

## 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 of quality the school's provision of each area.

Level	Description	Example of descriptive terms
<b>Very Good</b>	<b>Very good</b> 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 <b>outstanding</b> 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
<b>Good</b>	<b>Good</b> 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
<b>Satisfactory</b>	<b>Satisfactory</b> 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
<b>Fair</b>	<b>Fair</b> 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
<b>Weak</b>	<b>Weak</b> 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;