An Roinn Oideachais
Department of Education

Subject Inspection: Art
Report

REPORT

Ainm na scoile/School name	Coláiste Éanna
Seoladh na scoile/School address	Hillside Park Ballyroan Road Rathfarnham
Uimhir rolla/Roll number	60342R
Dáta na cigireachta/ Date of evaluation	08-12-2022
Dáta eisiúna na tuairisce/Date of issue of report	03/03/2023

What is a 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 was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the board.

Actions of the school to safeguard children and prevent and tackle bullying

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Anti-bullying</td></tr>
<tr><td>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.</td><td>1. The school has developed an anti-bullying policy that meets the requirements of the Anti-Bullying Procedures for Primary and Post-Primary Schools (2013) and this policy is reviewed annually.
2. The board of management minutes record that the principal provides a report to the board at least once a term on the overall number of bullying cases reported (by means of the bullying recording template provided in the Procedures) since the previous report to the board.
3. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.</td></tr>
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The school met the requirements in relation to each of the checks above.

Subject inspection

Dates of inspection	06-08-2022 and 08-12-2022
Inspection activities undertaken • Review of relevant documents • Discussion with principal and key staff • Interaction with students, including focus groups	• Observation of teaching and learning during three lessons • Examination of students' work • Feedback to principal and relevant staff

School context

Colaiste Eanna is a boys' voluntary secondary school located in Rathfarnham, with a current enrolment of 604 students. The school operates under the trusteeship of the Edmund Rice Schools Trust. The school offers the Junior Cycle, an optional Transition Year (TY) programme, the established Leaving Certificate and the Leaving Certificate Vocational Programme.

Summary of main findings and recommendations:

Findings

- The overall quality of learning and teaching in the lessons observed during the evaluation was good, with scope for development in a few areas.
- Some high-quality student work reviewed during the evaluation demonstrates very good learning, particularly in the areas of experimentation and creativity.
- Students expressed enjoyment and very positive experiences in Art.
- Overall, Art receives good whole-school support.
- The overall quality of subject planning is very good.

Recommendations

- The art department should further develop formative assessment strategies in lessons; this should include the review of learning intentions, the development of success criteria, and students' use of formative feedback to plan for improvement in their own work.
- In all art lessons an appropriate balance between creativity, skills development and ideas development should be delivered from first year.
- The art department in collaboration with senior management and students should further explore and implement opportunities to raise the profile of art in the school; student leadership opportunities could be explored in this context.

Detailed findings and recommendations

1. Teaching, learning and assessment

- The overall quality of learning and teaching in the lessons observed was good, with scope for development in a few areas.
- The art department provides an inclusive learning environment where students with a range of abilities are valued and nurtured. Student behaviour was exemplary in all lessons observed.
- In line with good practice learning outcomes were shared with students in all lessons, which in most instances identified an area of practice or task that was appropriate to the course content and the class group. In a few instances students were unsure of the overall purpose of the task or activity. The development of success criteria for units of learning in collaboration with students would support their understanding of the rationale for activities and provide clarity on what is required to achieve success.
- Prior learning was reviewed in all lessons observed and relevant artists' work and completed peer work was used to enhance students' knowledge and understanding of the topic. Students reported that opportunities for self-reflection on completed work are introduced in second year. To build on this, students' own work-in-progress could be viewed and referenced as part of this learning process. This could involve peer presentations of work and opportunities for self and peer reflection from first year.
- Highly effective classroom routines and structures were in place in most lessons, facilitating students to work independently in an environment of mutual respect. Students were well motivated in the majority of lessons observed. Students in the focus group reported significant enjoyment and very positive experiences in Art.
- The range of student workbooks reviewed during the evaluation indicated a strong focus on experimentation and being creative with media. To build on this good practice, students should be facilitated to develop ideas alongside developing skills in their use of media. Working consistently from themes or briefs should be introduced from first year so that students understand the value of developing both ideas and skills concurrently from the outset.
- In line with good practice students were encouraged to annotate their work in most lessons. This generally consisted of commentary regarding techniques and media. To build on this students should be encouraged to comment on the rationale for their decisions and process they are undertaking to develop ideas from conception to final proposal.
- It is evident from the review of practical work that primary sources are consistently used to develop students' observational skills and in a few instances to develop ideas for coursework. Discussion with students indicated a very good understanding of the value of working from observation and students in the focus group reported a very strong focus on the use of primary sources. This practice should be further developed and used as a starting point for students' ideas for coursework from first year.
- The predominant teaching approaches included whole-group and individual instruction, and the facilitation of student tasks and activities. In a few instances where students were unable to follow the verbal instructions provided, they would have benefitted from demonstration of techniques such as rolling out clay and building techniques.
- Very good individual support was provided during all lessons where teachers directed their attention appropriately to students, and provided high-quality verbal formative feedback. To ensure that students activate the advice provided, they should be encouraged to record it and plan for its implementation.
- In the lessons observed whole group questioning strategies were used and students generally provided global responses. Questioning strategies could be further developed to include more higher order questions, targeted questions and strategies to elicit deeper responses from students. Whole-class review of learning intentions at the end of lessons would also be of benefit.

- Written feeback on student work was quite limited. Students' art history copybooks were reviewed during the evaluation and these demonstrated good subject knowledge and proficiency in essay writing skills, guided by affirmative feedback from the teacher. Feedback should also include clear directions for improvement for written work. Students reported that they receive very useful reflection sheets to self-assess at term examinations in senior cycle. This very good practice should be implemented from first year.

2. Subject provision and whole school support

- Curricular provision for Art is good overall, and uptake is very good in junior cycle. There is scope to increase uptake in senior cycle. Strategies should be explored and implemented by the art department in collaboration with school management and students to further raise the profile of Art in the school. Student leadership opportunities, such as arranging exhibitions of student artwork in school or online could be considered in this context.
- Timetabling of Art is good, with appropriate classroom contact time for junior cycle and leaving certificate students. Art in TY is offered as an optional subject throughout the school year, with an additional rotating module provided for all TY students to sample the subject. This module could be further developed to ensure that the experiences of students who are new to Art are optimised, and that the planned units of learning provide opportunities for students to experience enjoyment and success.
- School management is highly supportive of the art department. A well-equipped specialist art room is available, and students have access to subject-specific materials for a wide range of art, craft and design areas of practice. Community projects and school trips to enhance learning in Art are facilitated by management including mural painting, *Junk Kouture*, National Gallery work experience, involvement in the Department of Education Arts-in-Education *BLAST* Residency Programme, and visits to art galleries.

3. Planning and preparation

- The overall quality of subject planning is very good. The subject coordinator has developed comprehensive schemes of work that take cognisance of the recent curricular changes in Art. The review section within the plan is used very well to identify successes and areas for development following the delivery of a unit of learning.
- The subject plan makes very good reference to success criteria in units of learning. In order for students to understand what is required to achieve success, these criteria should be shared consistently with students in art lessons. Opportunities should be provided for students to contribute to the development of the success criteria in lessons to facilitate active participation in their learning journey.
- Commendably, the art department collaborates with art departments in local schools for Subject Learning and Assessment Review meetings and to share practice. The art department also liaises with other smaller subject departments at core planning time, however they generally plan individually for the subject. To facilitate discussion of whole-school teaching, learning and assessment strategies, where appropriate, smaller subject departments should explore the use of planning meetings to plan collaboratively. Teachers would benefit from the peer support and shared expertise that this would provide.
- The school has introduced a detailed analysis of certificate examinations by the art department. Reflections on this analysis should be recorded in the subject plan and used to inform future planning for teaching and learning in Art.

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 *very good* 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;