An Roinn Oideachais agus Scileanna

Department of Education and Skills

Curriculum Evaluation

Physical Education

REPORT

Ainm na scoile / School name	S N Re Na Scrínе
Seoladh na scoile / School address	Rosscarbery Co Cork
Uimhir rolla / Roll number	17765E

Date of inspection: 05-10-2017

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

WHAT IS A CURRICULUM EVALUATION?

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum* (1999). 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(s) evaluated learning and teaching in [Subject] under the following headings:

1. Quality of pupils' learning
2. Supporting pupils' learning through learner experiences and teachers' practice
3. The effectiveness of school planning, including SSE, in progressing pupils' learning

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.

Curriculum Evaluation

Date of inspection	05-10-2017
Inspection activities undertaken • Discussion with principal and teachers • Review of relevant documents • Pupil focus-group interview	• Observation of teaching and learning • Interaction with pupils • Feedback to principal

SCHOOL CONTEXT

Scoil Náisiúnta Rae na Scríne is a two-teacher school located in Reenascreeny, nine kilometres north of Rosscarbery in Co. Cork. It is a co-educational primary school catering for pupils from infants to sixth class, and at the time of the evaluation, there were twenty-eight pupils enrolled.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The overall quality of support for pupils' learning in Physical Education (PE) is high and teachers provide good learning experiences for pupils.
- The quality of learning in Physical Education (PE) is good.
- Pupils enjoy PE and demonstrate a stong motivation to participate in a broad range of activities.
- Pupils demonstrate an understanding of the importance of physical activitiy, healthy eating and a healthy lifestyle.
- There is good curricular strand coverage with scope to further develop creative dance.
- Assessment practices in PE are satisfactory but need development to further inform planning and teaching.
- The overall quality of school planning in PE is good and the school has capacity for ongoing school improvement; however, the school reported that it is not currently engaging in the SSE process due to industrial action.

RECOMMENDATIONS

- The school should adopt a more structured approach to the teaching of creative dance.
- A more comprehensive approach to recording progress is required to enable teachers to have a greater knowledge of pupils' individual abilities and to inform their planning and practice.
- The school should reintroduce the formal school self-evaluation process.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

The overall quality of pupils' learning in PE is good. Pupils demonstrate good levels of agility, balance and coordination and an ability to reflect on various aspects of their learning. They also show a very good understanding of the importance of healthy eating, health-related fitness and the benefits of a healthy lifestyle. They are making progress in their learning and are motivated by a good range of individual, pair and group activities. Pupils from senior classes, who participated in the focus-group

interview, reported that PE lessons are enjoyable and engaging. In addition, they reported that they particularly enjoyed daily movement breaks, yoga and regular mindfulness sessions.

2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE

The overall quality of support for pupils' learning is high. Teachers provide good learning experiences for pupils in PE. During the lessons observed, effective and well-organised learning activities were utilised to ensure high levels of pupil participation. Pupils were enabled to acquire an understanding of team spirit and fair play through engagement in a variety of sporting activities. Provision for co-curricular and extracurricular sporting activities is good. A balanced programme of competitive, non-competitive, contact and non-contact sports is provided for all pupils. Activities include football, basketball, volleyball, rounders and tennis. All pupils have an opportunity to participate in a well-structured aquatics programme. Curricular strand coverage is generally good although there is scope to adopt a more structured approach to the teaching of creative dance.

Teachers promote pupils' sense of achievement through regularly affirming their efforts and success is celebrated on a whole-school basis. The school is commended for its emphasis on participation as a key principle of its PE programme.

While teachers' short-term planning supports the effective delivery of a PE programme, greater detail on the provision of the creative dance strand should be included.

The quality of assessment in PE is satisfactory. While good use is made of teacher observation to inform some differentiation of learning activities, there is scope to further develop assessment practices. A more comprehensive approach to recording progress would enable teachers to have a greater knowledge of pupils' individual abilities and further inform their planning and practice.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SCHOOL SELF-EVALUATION (SSE), IN PROGRESSING PUPILS' LEARNING

The overall quality of school planning in PE is good. A whole-school plan is in place for PE and this provides useful direction for teachers' short-term planning. The plan refects the school context and informs teachers' individual practice in relation to teaching approaches, methodologies and the inclusion of pupils with additional needs. The plan covers the breadth of the curriculum effectively and a useful inventory of resources is included. It also outlines clear direction regarding protocols relating to visiting sports coaches. Evidence of work undertaken prior to industrial action at national level indicates that this school was making good progress in SSE. The school is a reflective learning community with capacity for ongoing school improvement; however the school reported that it is not currently engaging in the SSE process due to industrial action. The school should reintroduce the formal school self-evaluation process.

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;

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

We welcome the report and acknowledge the very positive findings which re-affirm the school's commitment to the delivery of the P.E. curriculum.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

- The whole-school plan has been updated to reflect the recommendation with regard to creative dance.
- The school is now re-engaging with School Self-Evaluation as per the lifting of the I.N.T.O directive.