An Roinn Oideachais agus Scileanna

Department of Education and Skills

Subject Inspection in Art

REPORT

Ainm na scoile / School name	Christian Brothers College
Seoladh na scoile / School address	Monkstown Park Dun Laoghaire Co Dublin
Uimhir rolla / Roll number	60180R

Date of Inspection: 14-09-2018

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 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

Dates of inspection	11-09-2018 & 14-09-2018
Inspection activities undertaken • Review of relevant documents • Discussion with principal and key staff • Interaction with students	• Observation of teaching and learning during four class periods • Examination of students' work • Feedback to principal, deputy principal and relevant staff

School context

CBC Monkstown Park is an all-boys fee-paying post primary school in South Dublin under the patronage of the Edmund Rice Schools Trust. With a current enrolment of 506 boys the school offers the Junior Certificate and the new Junior Cycle, a compulsory Transition Year programme (TY) and the established Leaving Certificate.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

Findings

- The quality of teaching, learning and assessment was good or very good in the lessons observed.
- Highly effective practical skills development and a very good focus on drawing from observation of primary sources were key features in lessons observed.
- The art department models enthusiasm and passion for the subject which is demonstrated in students' curiosity and engagement in Art.
- Whole-school support and subject provision is good overall, but there is scope to raise the profile of Art in the school.
- Subject planning is satisfactory overall; collaborative planning practices are in need of development in the art department.

Recommendations

- The art department should ensure a greater balance between students' skills development and their ideas development in art lessons.
- Senior management, in collaboration with the art department, should develop strategies to raise the profile of Art in the school.
- The art department should develop a collaborative approach to subject planning and review, to ensure that planning for teaching, learning and assessment in Art evolves in line with current subject specifications and the needs of students.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING, LEARNING, AND ASSESSMENT

- The overall quality of teaching and learning was good or very good in the lessons observed.
- All lessons were very well-prepared and some good classroom routines and structures are in place. Student work and equipment are stored appropriately, however the art department should devise strategies to enable students to take more ownership of organising their materials and setting up and clearing their workspaces.
- Teachers made very good references to prior learning in all lessons. In some instances there was scope to assess this learning to ensure that students have the opportunity to build on what they already know.
- Teachers provided clear instructions for planned tasks from the outset in all practical lessons, and used highly effective demonstrations and teacher-made exemplars to support students' understanding of these tasks.
- Very good practice was noted where teachers used their own artwork to foster an understanding of the conception of ideas from a starting point to a finished work. Learning from this approach was harnessed most effectively in Junior Cycle Visual Art where students were encouraged to take a similar approach to developing work in their visual notebooks, based on their own interests and experiences. These students were able to describe the development of their ideas, explain their decision-making process, and identify successes and areas in need of improvement.
- Student learning during practical lessons focused mainly on the development of high quality skills in drawing from observation of primary sources. This good practice was less evident in project work reviewed, where secondary sources were frequently used. The art department should develop strategies to ensure that students understand the connection between drawing from observation and using primary sources to develop ideas; and should further develop students' creativity, problem solving and critical thinking skills, in line with practical skills.
- In all lessons students were enabled to work at their own pace, to experiment, and to work independently. Teachers effectively modelled passion and enjoyment in the subject and encouraged students to ask and answer questions. Students responded to this approach with enthusiasm and curiosity in the subject.
- Teaching approaches for the delivery of Art History and Visual Culture were mainly teacher led. Lessons were guided by the teachers' extensive subject knowledge and good references were made to students' own interests and experiences to contextualise and explain concepts. Some student contributions were insightful and indicated significant interest in the subject, however engagement in whole-group discussion varied. More student-led approaches and opportunities for students to work collaboratively should be developed to maximise active participation for all students in theory-based lessons.
- A range of effective assessment approaches are used in Art including questioning, student self-assessment and high-quality verbal feedback. Assessment of learning is very good but there is scope to further develop formative assessment strategies including written feedback on students' practical work, peer assessment and the use of evaluation to direct future learning.

2. SUBJECT PROVISION AND WHOLE SCHOOL SUPPORT

- The overall quality of subject provision and whole-school support for Art is good.
- Art is an optional subject and option bands are based on student choice, which is good practice.
- Overall, the timetabling of Art is good, with appropriate curricular provision for Junior Cycle and Leaving Certificate programmes.
- A short modular programme in TY provides a good opportunity for students to sample Art. There is scope to develop the art curriculum further in TY to ensure that students are facilitated to build on skills previously acquired, and for those who have not studied Art to begin to develop requisite skills to access the subject for Leaving Certificate, should they choose to do so.
- A new, well-equipped specialist art room is provided for the subject and timetabling maximises the use of this room. This is very good practice.
- School management facilitates termly meetings for the art department. Meetings in recent years have focused on issues related to the building of the new art room and the need to establish an appropriate space for storage of art materials and equipment including the kiln. While this issue has been somewhat resolved with the provision of a store room, its distance from the art room has been raised by the art department as a health and safety concern, and merits further investigation.
- The art department provides a good range of opportunities for students to access Art beyond the curriculum including competitions, exhibitions, trips, the annual Arts Week and visiting guest speakers.
- Student success in Art is celebrated through the school magazine and a good range of student artwork is on display in the art room. The newly appointed principal is supportive of the art department's plans to develop consistent displays of up-to-date student artwork in public areas of the school. To build on this senior management in collaboration with the art department should develop further strategies to raise the profile of the subject in the school.

3. PLANNING AND PREPARATION

- Overall, the quality of planning for Art is satisfactory.
- The subject plan includes aims and objectives for Art, an overview of available resources, general teaching, learning and assessment procedures and curricular content for each year group.
- Schemes of work have been developed for each year group which outline subject content for each term, however much of this content is out-of-date and schemes of work did not generally translate into classroom practice in the lessons observed.
- In relation to planning for the implementation of the new Junior Cycle Visual Art, teachers have begun individually to develop subject plans and good practice was noted in relation to planning for learner outcomes for the new specification. However, this is still in its infancy and art teachers should now work collaboratively to fully update the subject plan and schemes of work to reflect current specifications, including consistent review of planned teaching, learning and assessment approaches.
- The art department analyses attainment in certificate examinations and has identified areas for improvement such as the need for continuing professional development, and

engagement in Art History. To build on this, the art department's subject planning for improvement should be informed by this analysis.

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.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A Observations on the content of the inspection report

The Board of Management of CBC Monkstown welcomes the Art Inspection Report from the Inspectorate and the valuable feedback contained therein. The report highlights areas for improvement for senior management and the Art Department to consider and implement. Since the inspection, the school authorities have initiated a number of actions that will address the recommendations detailed in the report. The school's Board is committed to ensuring that CBC Monkstown provides the best possible teaching and learning opportunities for all its students of Art.

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

In CBC Monkstown the Art Department have initiated a process to ensure a greater balance between students' skills development and their ideas development in art lessons. Senior management, in collaboration with the Art Department, have begun to develop strategies to raise the profile of Art in the school. The Art Department have initiated a collaborative approach to subject planning and review, to ensure that planning for teaching, learning and assessment in Art evolves in line with current subject specifications and the needs of students.

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
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;