

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

**Subject Inspection in Physical Education**

**REPORT**

<b>Ainm na scoile / School name</b>	Corran College
<b>Seoladh na scoile / School address</b>	Ballymote County Sligo
<b>Uimhir rolla / Roll number</b>	72300R

**Date of Inspection: 14-11-2019**



---

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 Physical Education 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.

## **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>Date of inspection</b>	14-11-2019
<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 two (80 minute) lessons</li><li>• Examination of students' work</li><li>• Feedback to principal and relevant staff</li></ul>

### School context

Corran College is a co-educational school under the trusteeship of Mayo, Sligo and Leitrim Education and Training Board. The school receives additional supports through the Delivering Equality of Opportunity in Schools (DEIS), the Department's action plan for educational inclusion. The Junior Certificate School Programme (JCSP), the Leaving Certificate Vocational Programme and the Leaving Certificate Applied (LCA) are available. There is a special class for students with Moderate General Learning Disability (MGLD) sanctioned by the National Council for Special Education (NCSE). Current enrolment stands at 73.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### Findings

- The teacher of Physical Education and the senior management team work hard and in a reflective manner and are open to the development of Physical Education in the school.
- Overall student learning was satisfactory; the student experience was limited by a narrow range of assessment practices and differentiation was an area for improvement.
- The overall quality of teaching is satisfactory; routines associated with behaviour in half of physical education lessons observed required significant improvement.
- Overall subject provision and whole-school support are good; arrangements in place currently in relation to the use of the local hall for physical education lessons need improvement.
- The overall quality of collaborative planning and preparation is good, with formal departmental meetings recorded in detail and teachers attending regular and extensive continuing professional development (CPD).

#### Recommendations

- Clear learning intentions, success criteria and authentic assessments should be shared with students and differentiated learning activities should be designed into all lessons.
- A physical education full-value contract should be implemented, in conjunction with parents and students, to outline the ground rules, participation parameters and behaviour for physical education lessons.
- School management needs to negotiate set times for access to the local hall for physical education lessons during winter months, as appropriate.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING, LEARNING, AND ASSESSMENT

- Overall student learning was satisfactory. Even though a broad student experience is planned by the department, the taught experiences delivered are dominated by *Invasion* and *Net-games* strands.
- A positive learning environment was observed in the LCA Leisure and Recreation lessons. Students worked collaboratively on task work and constructive oral formative feedback was provided to the students.
- Warm-ups were predominantly teacher-led. It is advised that students be given the opportunity to lead warm-ups appropriate for their age and stage of development, to cultivate their ability to make choices about how they can best present to others and use a wide range of subject specific vocabulary. Such a student-centred approach enables and empowers students to become active learners.
- Observation of students at work indicated that fundamental movement skills is an area for development, in line with their age and stage of development. It is advised to design a unit of learning in fundamental movement skills at the beginning of each year in Junior Cycle. The Y-PATH fundamental movement skills programme should be explored to address this identified need.
- The overall quality of observed teaching was satisfactory, with elements of good practice evident. Learning intentions and success criteria were not shared or aligned to end-of-unit assessments. Clear learning intentions and success criteria should be shared with students and align to authentic end-of-unit assessments.
- Differentiation is an area for improvement in lessons so as to meet the diverse needs of students. Individual lesson planning of learning activities as observed did not meet the needs of students; they were offered no choice or adaptation. Best practice is where students are provided with differentiation through choice to participate in an activity at a level that is accessible to them.
- The school physical education uniform is embedded very effectively into the culture of participation in Physical Education. The students wear the uniform with pride and there are excellent routines and high expectations created in relation to the use of the uniform.
- Attendance was monitored and recorded simultaneously in lessons observed. This aspect of student management is good. However, the routine associated with student behaviour and engagement in Physical Education is an area for significant improvement. Some inappropriate off-task behaviour was noted as well as students reporting the negative impact of the behaviour of other students on their opportunity to learn. To support high levels of student participation and learning, a full-value contract should be implemented, in conjunction with parents and students, to outline the ground rules, participation parameters and behaviour for physical education lessons. The full value contract should be integrated into a unit of learning at the beginning of each term with every class group.

- The quality of assessment practice is satisfactory. In one lesson, an effective exemplar was shared with students. Students require more opportunities to observe their peers attempting a tactic or a skill and to provide feedback to their peers based on the success criteria identified for the tactic or skill to deepen their learning in lessons, particularly in the *Invasion* and *Field Games* strands.
- Students in the special class experience Physical Education through participation in mainstream lessons. It was reported that students in the special class also have learning experiences in life-skills, personal care and Social, Personal and Health Education (SPHE) through the medium of physical activity with a qualified physical education teacher.

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

- The quality of subject provision and whole-school support is good. All lessons are delivered by a teacher who is appropriately qualified, as recognised by the Teaching Council, in the subject area.
- Deployment of teaching resources to Junior Cycle Physical Education, to deliver at least eighty minutes to all year groups, is very good.
- LCA *Leisure and Recreation* provision is good. Students displayed evidence of completed task work. Fifth and sixth-year LCA students are timetabled concurrently and this is managed effectively.
- The outdoor facilities are an area for improvement with the presence of an all-weather grit and a hard court in the grounds which are prone to flooding during inclement weather. There are no on-site indoor facilities for the delivery of practical physical education lessons. During inclement weather, the students walk to the local hall but the availability of the hall is not guaranteed or they participate in a theory lesson in a classroom. School management needs to negotiate set times for access to the local hall for physical education lessons during winter months. This will also support behaviour management routines.

## **3. PLANNING AND PREPARATION**

- The teacher of Physical Education and the senior management team work hard and in a reflective manner and are open to the development of planning of Physical Education.
- The quality of collective subject planning and preparation is good. Junior-cycle students have learning experiences in *Dance*, *Health-related fitness*, *Gymnastics* and *Outdoor and Adventure*. Consideration should be given to including learning experiences in *Aquatics* and water safety. A good senior-cycle plan is in place. This plan provides effectively for a wide variety of strands of Physical Education. Implementing the department's own plan consistently will help students achieve relevant learning outcomes across the strands of the curriculum.
- Minutes of department meetings are recorded and it is commendable that the teachers have participated in ongoing CPD.
- The students had a lack of awareness as to the plan, content and purpose of Physical Education. Commendably, the physical education plan for the year is displayed on a designated noticeboard in the school and shared with parents via the school social media

platform. It would be advantageous to share a condensed version of the yearly physical education plan for each year group with students and parents.

The draft findings and recommendations arising out of this evaluation were discussed with the 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 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;