

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

**Subject Inspection in Physical Education**

**REPORT**

<b>Ainm na scoile / School name</b>	Coláiste Chríost Rí
<b>Seoladh na scoile / School address</b>	Capwell Road Cork
<b>Uimhir rolla / Roll number</b>	625600

**Date of Inspection: 27-09-2016**



**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 [Physical Education](#) under the following headings:

1. Learning, teaching 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.

## Subject Inspection

### INSPECTION ACTIVITIES DURING THIS INSPECTION

<b>Date of inspection</b>	27-09-2016
<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 six class periods</li><li>• Examination of students' work</li><li>• Feedback to principal and relevant staff</li></ul>

### SCHOOL CONTEXT

Coláiste Chríost Rí is a boys' post-primary school set in the suburbs of Cork city. The school is under the trusteeship of the Presentation Brothers Trust and has an enrolment of 646 students in the current school year. The school offers the Junior Certificate, an optional Transition Year (TY) programme, the Leaving Certificate and the Leaving Certificate Vocational Programme (LCVP).

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The overall quality of teaching and learning in the school was good.
- A very good range of teaching methodologies is in use during physical education lessons.
- Students are active, interested and involved, and are achieving very well in their physical education lessons.
- A very good rapport exists between teachers and students during physical education lessons.
- The facilities available for the teaching of Physical Education are very good and are well maintained.
- A good range of activities has been planned as part of the school's physical education programme and individual lessons were well planned.

#### RECOMMENDATIONS

- The physical education department should plan for greater use of the rich task approach and other strategies that facilitate differentiation and greater student involvement in their learning in Physical Education.
- Whole-school assessment of Physical Education should be developed.
- All students should be provided with a minimum of a double period of Physical Education throughout the whole year.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING AND LEARNING

- The overall quality of teaching and learning observed during the evaluation was good.
- A very good range of teaching methodologies was employed which had the effect of keeping students interested and active in all lessons. Classroom routines were effective in ensuring that lessons progressed smoothly. These typically included: roll call and the sharing of learning intentions at the start of lessons; linking the focus of the current lesson with previous lessons; warm-up to include stretching and mobility exercises; recap on learning intentions; brief linking to the next lesson, and cool down at the end of lessons.
- Aspects of assessment for learning were used effectively during lessons with opportunities for self-reflection and peer evaluation being particularly praiseworthy. Consideration should be given to greater use of these strategies as an aid to in-class assessment. Further use of the rich task approach is also recommended as a means of encouraging student autonomy in the learning process.
- There was some scope for greater use of differentiation in tasks set to enable students of varying ability levels to achieve success. Facilitating student choice in this process would also be beneficial, as this can encourage students to become more autonomous learners. A range of strategies was discussed as to how this might be achieved.
- Teacher demonstrations were concise and accurate, with a clear focus on the key aspects of each skill or technique. Students were also provided with appropriate opportunities to demonstrate skills. Teachers were alert to the qualitative aspects of skill acquisition and provided very good attention to students who were experiencing difficulty, as required. This is good practice.
- A very good rapport between teachers and students was evident and students were well engaged and on-task in all physical education lessons. Students co-operated fully with their teachers and with each other in all lessons.
- Students' performances in tasks set indicated a good level of learning and the learning intentions for each of the lessons observed were achieved. Additionally, students' responses to questioning indicated a good level of understanding.
- Students' literacy was aided by detailed explanations of key terms from teachers. These were frequently written on the whiteboard and used as the basis for questioning and discussion. In addition, clever use of mnemonics helped students to recall key points of skills such as BEEF (balance, elbows, eyes, follow-through), with regard to the free throw in basketball, and FITT (frequency, intensity, time and type), with regard to circuit training.
- Opportunities for the development of numeracy skills were provided, particularly during a health-related fitness lesson where students were required to calculate resting heart rate, maximum heart rate and training zone, for example. Excellent teacher explanations were particularly successful in assisting students to carry out these calculations. Effective crosscurricular links, which were made with learning in Science for example, also aided students' understanding.

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

- The timetabled provision for Physical Education in junior cycle is satisfactory with all students having a double-period each week. In senior cycle, the timetabled provision is as follows; TY students have a double-period of Physical Education for approximately half of the school year; fifth-year students have a double-period for seven weeks of the year and sixth-year students have no timetabled lessons in Physical Education. This level of provision at senior cycle is inadequate and it is recommended that the school address this by providing a minimum of a double-period of Physical Education per week for all students throughout the full school year.
- A broad range of extra-curricular physical activities is provided by the school, including a full week of adventure activities in an outdoor education centre for TY students. The commitment of teachers to providing these activities to students is noted in this report and is greatly appreciated by school management.
- Although good reporting procedures, focussing on formative commentary on students' performances in Physical Education, are in place in junior cycle, whole-school assessment in Physical Education does not take place throughout all year groups. It is recommended that this be addressed, and that the physical education department also consider the assessment of practical performances, perhaps at the end of a block of learning, at least once per year for each class group. The involvement of students in the setting of appropriate standards and success criteria for such assessments would further enhance students' sense of ownership of the learning process.
- The physical education department is well resourced, and the facilities available are very good and are maintained to a very high standard.
- The school takes its responsibility as a health-promoting school very seriously and has taken steps to ensure that only healthy foods are available in the school shop. This is commended. It is noted that one of the school's physical education teachers has also availed of continuing professional development in the area of health promotion.

## **3. PLANNING AND PREPARATION**

- A good subject plan is in place and a broad range of activities has been planned as part of the school's physical education programme.
- Commendably, the school's physical education teachers are given opportunities to lead the development of the subject in the school and responsibility in many areas has been successfully devolved to the teachers. All of the school's three physical education teachers hold the appropriate qualifications for the teaching of the subject.
- In addition to regular, informal meetings between the physical education teachers, formal subject-department meetings also take place. Minutes of these meetings and key decisions taken are maintained.
- There is scope for further development of the student voice in the school's physical education programme. Students, particularly in senior cycle, would benefit from opportunities to plan and organise aspects of the physical education programme. This could be seen as a natural progression from the excellent practice of providing TY students with opportunities to teach fundamental movement skills (FMS) to local primary school students. Such opportunities are

particularly commendable as they can develop leadership skills and can provide a rich learning experience for both cohorts of students. This also complements the school's planned use of the personal and social responsibility model in the delivery of fifth year Physical Education.

- Individual lessons were very well planned and a range of resources, including handouts and worksheets, was appropriately used to enhance the students' learning experience.

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 board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

## 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 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 wholeschool 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;

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