An Roinn Oideachais
Department of Education

Curriculum Evaluation: PE
Report

REPORT

Ainm na scoile/School name	An Chroí Ró Naofa Sóis.
Seoladh na scoile/School address	Killinarden Tallaght Dublin 24
Uimhir rolla/Roll number	19652B
Dáta na cigireachta/ Date of evaluation	18/09/2024
Dáta eisiúna na tuairisce/Date of issue of report	08/01/2025

What is a curriculum evaluation?

Curriculum evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum (1999)* and the *Primary Language Curriculum (2019).* 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 inspectors evaluated learning and teaching in PE under the following headings:

1. Quality of pupils' learning outcomes
2. Supporting pupils' learning through learning 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.

Included in this curriculum evaluation report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations.

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) or Bí Cineálta (2024) and this policy is reviewed annually.
2. The school's current 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.

Curriculum evaluation

Dates of inspection	17/09/2024 - 18/09/2024
Inspection activities undertaken • Discussion with principal and teachers • Review of relevant documents	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal and teachers

School context

An Croí Ró Naofa Sóisearach is an urban co-educational school situated in Tallaght, Dublin 24. The school caters for pupils from junior infants to second class and operates under the patronage of the Catholic Archbishop of Dublin. The school participates in the Delivering Equality of Opportunity in Schools (DEIS) programme, the action plan of the Department of Education for educational inclusion. At the time of the evaluation, the teaching staff comprised an administrative principal, eleven mainstream class teachers and six special education teachers (SETs), one of whom was shared with the senior school. The school had two special class teachers for pupils with autistic spectrum disorders (ASD), a home school community liaison (HSCL) co-ordinator, a support teacher appointed under the Support Teacher Project and two teachers appointed to the Early Start pre-school programme. There were 185 pupils enrolled in the school.

Summary of main findings and recommendations:

Findings

- The quality of pupils' learning in PE was very good; pupils demonstrated high levels of competence in a range of fundamental movement skills.
- The learning experiences provided for pupils were of a very high quality and enabled the pupils to develop the skills and attitudes necessary for life-long health and wellbeing.
- The quality of teachers' practice in PE was highly commendable; teachers used a variety of teaching methods and approaches to develop pupils' understanding of the activities they were involved in.
- The quality of assessment was very good at each class level; teacher observations were used to form judgements about pupils' progress in PE.
- Whole school planning, including school self-evaluation (SSE) was very effective in guiding teachers' practice and in progressing pupils' learning and physical literacy.

Recommendations

- Teachers are advised to extend the range of assessment strategies used to evaluate and record pupils' achievements in PE.
- Teachers are advised to review the *Aquatics* programme in the school plan to reflect current practice and to specify how all strand units are to be implemented at each class level.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning in PE was very good. Pupils enjoyed their learning and were motivated to learn. They demonstrated positive attitudes towards PE and participated enthusiastically in all lesson activities. During the lessons observed pupils demonstrated that they had the knowledge, skills and attitudes necessary to understand themselves and their relationships. They had high levels of competence in physical literacy, and they were secure in their understanding of the skills and attitudes necessary for life-long health and wellbeing. They were aware of the importance of fitness, healthy eating and healthy lifestyle.

Pupils displayed high levels of competence in specific skills related to each strand of the curriculum. Pupils embraced all activities using the skills of running, jumping and throwing as they participated in the athletics programme. They used space, speed, direction and different levels effectively in the performance of actions. In *Dance* and *Gymnastics* pupils demonstrated their movement skills and effectively used their bodies to explore, create and communicate their feelings through performance. Pupils demonstrated very high levels of ability in sending, receiving and travelling using a variety of resources and applied these skills when playing basketball. They worked harmoniously with one another when playing games. During outdoor and adventure activities pupils demonstrated an appreciation of and respect for the environment.

Pupils attained the intended learning outcomes in lessons observed and they had a strong sense of making progress through attainable yet challenging learning targets. Progression and continuity in pupils' learning was evident at each class level.

2. Supporting pupils' learning outcomes through learning experiences and teachers' practice

The quality of pupils' learning experiences in PE was very good. Pupils engaged purposefully in meaningful learning activities across all strands of the curriculum. Teachers cultivated positive learning environments in which pupils interacted with each other and with their teachers in a respectful manner. Pupils were enabled to develop their skills, understanding and knowledge of PE in a challenging and supportive learning context. They had opportunities to develop an understanding of fair play and team spirit through participation and competition. The use of good quality equipment suited to their age, size and ability supported their learning.

The overall quality of teaching was highly commendable. Teachers had a very good understanding of the PE curriculum and the pedagogical expertise to facilitate well-prepared, well-developed and well-paced lessons. Highly effective classroom management skills were evident in all settings. Teachers presented planning and preparation that progressed pupils' learning and they worked collaboratively to ensure that the PE programme covered all strands and strand units of the curriculum over the course of the school year. Teachers used curriculum-appropriate approaches including direct teaching, guided discovery and integration to present lessons. Teachers ensured that full participation was achieved with due account taken of pupils with mobility and other needs.

Teachers modelled a very good standard of subject-specific language for pupils across all strands of the PE curriculum and they shared learning targets with pupils. There is scope to further support the development of pupils' subject language and physical literacy by encouraging pupils to reflect on and share their learning progress in PE. Teachers integrated PE very effectively with other curricular areas, such as SPHE, Mathematics, and English. Commendably, the use of informal Irish was a feature of some PE lessons. Teachers successfully responded to individual learning needs and used differentiated teaching and learning activities, as necessary. It was evident that the range of physical activities practised both indoors and outdoors, on a regular basis, had contributed immensely to pupils' high levels of motivation towards PE and to their high levels of skill development.

Teacher observations were used to monitor pupils' learning progress at each class level and pupils were provided with very constructive oral feedback during lessons. Teachers are advised to extend the use of assessment strategies used to evaluate and record information on pupils' progress and achievements in PE. The outcomes of such assessment should in turn inform the planning of future work.

3. The effectiveness of school planning, including SSE, in progressing pupils' learning

The overall quality of school planning, including SSE, was highly effective in progressing pupils' learning in PE. The principal promoted a culture of improvement and collaboration among the staff and the school plan was created by both school leaders and teachers. The plan set out the aims of PE, which were to develop and promote the subject among the school community through a variety of different activities and movements. The plan contained a yearly plan for all classes which covered all strands of the curriculum. The school plan would benefit from a review of the contents of the *Aquatics* strand to incorporate the developments in the implementation of this aspect of the PE curriculum in the school and would provide clarity and direction for teachers. The school plan showed that the PE programme was closely linked to the focus on the promotion of wellbeing in the school. The plan identified fundamental movement skills as the basic building blocks of movement and provided useful guidance to teachers in this regard. Commendably, the plan referred to the organisation of Active Schools week and the achievement of the Active School Flag. The management of PE resources in the school and the use of a range of facilities adjacent to the school were set out in the plan.

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Department of Education

For the pupils of An Chroi Ro Naofa Sois about their learning in PE

Date of inspection: 18/09/2024

Introduction

Your school had an inspection of PE recently. This page for pupils describes what the inspectors found and gives ideas about what the school should do to make learning better.

Meeting with pupils

The inspectors visited classrooms and talked to teachers and pupils about the work they were doing. The inspectors also interacted with groups of pupils to talk to them about their learning.

What did the inspectors find?

Here are some of the main things:

- Pupils had learned very good movement skills in PE.
- Pupils had very good learning experiences in PE lessons.
- Teachers were very good at explaining new activities to pupils and gave them time to practise new skills.

What the inspector(s) said the school should do to make learning better

- Teachers should record pupils' progress in PE as they advance through the school.
- Teachers should make the school plan more specific about what pupils are to learn in *Aquatics*.

Thank you for taking the time to read this page.
A special thank you to pupils who took part in the focus group.

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	Examples of descriptive terms
Excellent	**Provision that is excellent** is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	**Provision that is very good** is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	**Provision that is good** is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	**Provision that requires improvement to achieve a good standard** is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	**Provision that requires significant improvement to achieve a good standard** is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective