An Roinn Oideachais
Department of Education

Curriculum Evaluation: Mathematics
Report

REPORT

Ainm na scoile/School name	Christ the King Girls Senior School
Seoladh na scoile/School address	Annaly Road Cabra Dublin 7
Uimhir rolla/Roll number	16989V
Dáta na cigireachta/ Date of evaluation	23/02/2024
Dáta eisiúna na tuairisce/Date of issue of report	17/09/2024

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 inspector(s) evaluated learning and teaching in Mathematics 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.

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

Date of inspection	23/02/2024
Inspection activities undertaken • Discussion with principal and teachers • Review of relevant documents • Pupil focus-group interview	• Observation of teaching and learning • Examination of pupils' work • Interaction with pupils • Feedback to principal and teachers

School context

Christ the King Senior Girls' National School operates under the patronage of the Catholic Archbishop of Dublin and serves the catchment area of Cabra. At the time of the evaluation, eighty-five pupils were enrolled in the school from second to sixth class. Staffing comprised a teaching principal, five mainstream teachers and two support teachers. The school also had the services of an additional support teacher who was not based in the school and a home-school and community liaison teacher shared with two other schools. The school participates in Delivering Equality of Opportunity in Schools (DEIS), the action plan of the Department of Education for educational inclusion.

Summary of main findings and recommendations:

Findings

- The quality of pupils' learning was good.
- The quality of pupils' learning experiences and teachers' practice was good.
- The overall quality of assessment was good.
- The quality of the effectiveness of school planning, including school self-evaluation, in progressing pupils' learning, was very good.

Recommendations

- To build on the good standard of pupils' learning, teachers should encourage and facilitate pupils to reflect upon and discuss their learning identifying areas of progress and areas where they require further support.
- In a minority of lessons, teachers should consider how the needs of more able pupils can be better incorporated within lessons.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning was good. All observed lessons had clear and appropriate learning objectives which were shared with pupils. In a few instances, teachers explicitly connected the learning objectives for the current lesson to previous lessons and showed pupils how the new learning objectives would advance their learning. Where very good practice was observed, teachers also provided pupils with feedback on how well they had attained the learning objectives of the previous lessons and how this information would be incorporated into the current lesson. To further enhance this very good practice, pupils should be asked to reflect and invited to speak about their learning, how well they are progressing and where they would like further support. Similar time should be taken at the conclusion of the lesson to consolidate learning, provide pupils with feedback, and invite feedback from pupils.

In all observed lessons, pupils were familiar with the structure of their lessons, which added to their confidence as learners. This confidence was evident in the active participation of pupils in lessons, their willingness to respond to teachers' questioning, and the correct responses they gave to the questions posed. In conversation with the inspector, pupils demonstrated a good understanding of mathematical concepts previously taught. Pupils generally were less confident in describing how they were evolving as mathematical learners. A further emphasis on this kind of conversation with pupils will enhance their understanding of the mathematical learning process and of themselves as effective learners of Mathematics. A review of pupils' written work provided evidence that the curriculum was implemented systematically and coherently and that pupils were making good progress in their learning.

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

The quality of learning experiences and teachers' practice was good. All observed lessons were structured effectively. Various worthwhile routines were used at the beginning of lessons, which were successful in tuning the pupils into their mathematical thinking and in creating a positive momentum and energy for the mathematics lesson. All teachers demonstrated a good ability to create and manage a range of interesting learning experiences for their pupils. Where particularly good practice was observed, teachers were very skilful in managing pupils' participation in lessons so that the cultivation of mathematical skills and mathematical thinking was emphasised. In these examples, teachers' use of open-ended questions was notable.

In a few instances, cross-curricular links were emphasised and this added a richness to pupils' learning. A range of useful aids to learning were on display in classrooms and pupils were able to describe how different aids were helpful to them in their learning.

The quality of assessment was good. Teachers provided pupils with good quality feedback in their written work. School management provided valid evidence of pupils' progress in Mathematics, which demonstrated an insightful understanding of how to progress pupils' learning and described worthwhile actions in achieving this progress. These actions were implemented effectively in classrooms.

The majority of lessons were effective in optimising learning for the range of ability and attainment levels in the classroom. In a minority of lessons, the content of the lesson did not provide sufficient scope for pupils with learning needs in Mathematics, particularly the more able pupils. In these lessons, a group-focused approach rather that a class-focused approach was required to create an appropriate learning experience for all pupils from the beginning of the lesson.

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

The quality of the effectiveness of school planning, including SSE, in progressing pupils' learning was very good. A very effective whole-school approach to problem-solving provided evidence of the very successful collaborative planning of teachers. Notable characteristics of this practice were the flexible grouping of pupils, the judicious selection of content areas for lessons and a positive learning environment, which was successful in cultivating a positive attitude to problem-solving. To further enhance this approach, it is recommended that teachers include more pupil discussion and more open-ended tasks in the problem-solving tasks.

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For the pupils of Christ the King Girls Senior School about their learning in Mathematics 23/02/2024

Introduction

Your school had an inspection of Mathematics recently. This page for pupils describes what the inspector(s) found and gives ideas about what the school could do to make learning in Mathematics better.

Meeting with pupils

The inspector(s) visited classrooms and talked to pupils about the work they were doing. The inspector also met with a focus group of pupils to hear what they had to say about their learning and experiences at school.

What did the inspector learn about your school?

The inspector(s) saw many things in your school during the inspection. Here are some of the main things:

- Pupils' learning in Maths was good.
- Pupils enjoyed the different kinds of maths lessons taught by teachers and enjoyed participating in the lessons.
- Teachers were good at thinking about aspects of Maths, where pupils needed help and about how best to help them.

What the school could do to make learning in Mathematics better

- Teachers should encourage pupils to think and talk about how they are getting on in Maths.
- Teachers should provide some more challenging activities in maths lessons, particularly for pupils who are very good at Mathematics.

Thank you for taking the time to read this page.
A special thank you to the 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