An Roinn Oideachais agus Scileanna

Department of Education and Skills

Curriculum Evaluation

English

REPORT

Ainm na scoile / School name	Scoil Colmcille Naofa
Seoladh na scoile / School address	Knocklyon Templeogue Dublin 16
Uimhir rolla / Roll number	19474D

Date of inspection: 08/11/2017

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

WHAT IS A CURRICULUM EVALUATION?

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum* (1999). 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 English under the following headings:

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

Curriculum Evaluation

Date of inspection	08-11-2017
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

Scoil Colmcille Naofa is an urban, co-educational Catholic school under the patronage of the Archbishop of Dublin. It caters for pupils from junior infants to second class.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Overall, teaching is of a very good quality with all teachers demonstrating highly effective classroom management skills and it is evident that classroom practices are having a positive impact on pupils' learning.
- Pupils are highly motivated and enthusiastic about their learning and are achieving very good outcomes in English.
- The school has been very successful in securing improvements in pupils' oral language skills and in developing positive attitudes to reading; there is scope to broaden the range of writing genres experienced by the pupils.
- There is very good involvement of parents in the reading process.
- Through the recently introduced model of in-class support, very good efforts are being made to support all pupils in their learning and deliver support for pupils in an inclusive way; there is need to further refine and develop this model of support.
- Although the school is not currently engaging in the school self-evaluation process due to industrial action, previous improvement plans are having a positive impact on teaching and learning.

RECOMMENDATIONS

- The teaching of writing should be extended to ensure that pupils experience a broader range of genres on a whole-school basis.
- To optimise the impact of the school's model of support on pupils' learning, there is need for further analysis and use of assessment information to identify individual and group learning needs, to inform the support provided and to plan specific programmes of learning for individuals and groups of pupils. Clear protocols and procedures for planning and monitoring the in-class support should also be established.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

The school has been very successful in securing improvements in pupils' oral language and reading skills and in promoting positive attitudes to reading. Pupils are highly motivated and enthusiastic about their lessons and learning in English and are achieving very good outcomes. Classrooms are very well resourced and praiseworthy efforts have been made to provide a broad range of reading experiences for the pupils including involvement of parents in the reading process, annual book fair, trips to the library and visiting authors. Pupils' work in copies is of a good standard in terms of use of grammar, correct punctuation, penmanship and spellings. Pupils' learning in writing would be enhanced further through affording pupils opportunities to write for a variety of audiences and in a wider number of genres.

2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE

Overall teaching is of a very good quality with all teachers demonstrating highly effective classroom management skills and it is evident that classroom practices are having a positive impact on pupils' learning. There is very good modelling of appropriate language by teachers, and pupils are afforded ample opportunities to engage in talk and discussion. There is effective use of questioning to elicit appropriate responses from the pupils. Oral language, reading and writing are well integrated into lessons. While there is effective teaching of the conventions of writing, an agreed approach to spelling and a good focus on penmanship, there is scope to broaden the range of writing genres experienced by the pupils on a whole-school basis including the specific teaching of the structures and language appropriate to individual genres. A range of initiatives to support pupils' learning is in place and are working well including, *Aistear*, The Early Childhood Curriculum Framework and Reading Recovery, and specific oral language programmes.

Pupils' copy work is carefully corrected with positive feedback given in many instances. There is some good use of assessment including teacher observations, checklists, diagnostic tests and formative feedback to monitor pupil progress. Through the recently introduced model of in-class support, the school is making very good efforts to support all pupils in their learning and to deliver support in an inclusive way. To optimise the impact of the school's model of support on pupils' learning, there is need for further analysis and use of assessment information to identify individual and group learning needs, to inform the support provided and to plan specific programmes of learning for individuals and groups of pupils. Some very good quality samples of planning for in-class support were in evidence. Best practice included the identification of specific learning priorities and targets for groups and individuals based on baseline assessment information and an agreed plan between class teacher and special education teachers (SET) as to how those needs are best met within class. To ensure that appropriate plans are in place to support all pupils under the new model there is need to establish clear protocols and procedures for planning and monitoring the in-class support.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS' LEARNING

The quality of the school's English plan is very good. It informs practice in the school and is clearly reflected in teachers' individual planning and in their work in classrooms. There is a praiseworthy culture of collaborative planning in the school and leadership and staff are praised for the very good efforts being made to implement the new Primary Language Curriculum. Through its school self-evaluation process the school has identified the area of writing as requiring further development. Although the school is not currently engaging in the school self-evaluation process due to industrial action previous improvement plans are having a positive impact on pupils' learning.

4. CHILD PROTECTION

The following aspects of the *Child Protection Procedures for Primary and Post Primary Schools* were checked during the evaluation:

1. Teachers' access to a copy of the school's Child Protection policy
2. The prominent display of the name of Designated Liaison Person near the main entrance

The school was fully compliant with both aspects.

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	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;