An Roinn Oideachais agus Óige
Department of Education and Youth

Curriculum Evaluation: Mathematics
REPORT

Ainm na scoile/School name	S N Cill Criodain
Seoladh na scoile/School address	Kilcredan Ladysbridge Co. Cork
Uimhir rolla/Roll number	19351K
Dáta na cigireachta/ Date of evaluation	10/12/2025
Dáta eisiúna na tuairisce/Date of issue of report	24/03/2026

What is a curriculum evaluation?

Curriculum evaluations currently report on the quality of teaching and learning in specific subjects and curriculum areas of the Primary School Curriculum (1999), and the redeveloped Primary Curriculum (2025). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject or curriculum area in the school.

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.

How to read this report

During this inspection, the inspectors 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.

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.

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>Bí Cineálta</td></tr>
<tr><td>1. The name of the DLP and the Child Safeguarding Statement (CSS) are prominently displayed near the main door of the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS.
2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited were aware of who to go to if they had a child protection concern.</td><td>1. The school has developed an anti-bullying policy using Appendix A of Bí Cineálta, it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it.
2. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and students/pupils.
3. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of Bí Cineálta</td></tr>
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The school met the requirements in relation to each of the checks above.

Curriculum evaluation

Date of inspection	09/12/2025 and 10/12/2025
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

SN Cill Criodáin is the parish school for Ladysbridge and Ballymacoda in East Cork. It operates under the patronage of the Catholic Bishop of Cloyne. At the time of the evaluation 325 pupils were enrolled in the school. Staffing consisted of an administrative principal, thirteen mainstream class teachers, two special class teachers for pupils with autism, four special education teachers based in the school and one special education teacher who was shared with another local school. During the evaluation, the inspectors observed teaching and learning in a sample of settings.

Summary of main findings and recommendations:

Findings

- The overall quality of pupils' learning outcomes was very good. Pupils demonstrated high levels of enjoyment and motivation in their learning.
- Learning experiences in Mathematics were of a high standard, with some very good experiences provided.
- Teachers' practice in mainstream, special class, and special education settings was good overall, with some very good practice observed.
- A range of effective assessment approaches was used to support pupils' learning in Mathematics.
- The overall quality of school planning, including SSE, in progressing pupils' learning in Mathematics, was highly commendable.

Recommendations

- Teachers should provide additional opportunities for pupils to learn, use and apply mathematical language.
- Teachers should engage pupils in meaningful self-assessment to support them to think about and discuss their learning in Mathematics, and recognise their progress as mathematics learners.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The overall quality of pupils' learning outcomes was very good. Pupils showed high levels of enjoyment and motivation in their learning. They answered questions readily and contributed well to whole-class and small-group discussions. Pupils shared and explained their mathematical ideas and strategies, and they displayed a developing confidence in communicating their mathematical thinking. In most instances, pupils achieved the intended learning outcomes of the lessons observed and demonstrated an appropriate understanding of key mathematical concepts and skills. There was scope to further enhance pupils' engagement with number rhymes, songs, and poems to more systematically support the development and progression of pupils' mathematical language.

Senior class pupils who participated in the focus group discussion expressed a positive disposition towards Mathematics. They described their enjoyment of playing mathematics games and devising problems for their friends. Pupils discussed how they applied their learning in real-life contexts, including through outdoor mathematics activities and when using money in the shop. They also spoke proudly about learning to play chess and participating in chess tournaments with local schools.

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

Learning experiences in Mathematics were of a high standard with some very good experiences provided. Positive and respectful interactions were observed in all learning settings. The school and classroom environments supported pupils' learning, with mathematical displays evident in classrooms and corridors. The school grounds offered valuable opportunities for pupils to engage with Mathematics outdoors, and encouraged exploration, enjoyment, and choice. Learning activities were meaningful, and pupils participated actively in a range of playful mathematical tasks that encouraged discussion and exploration. In many instances, these activities provided appropriate opportunities for challenge for all learners. Pupils had access to a wide range of mathematical resources to support hands-on learning. There was scope to develop the purposeful use of digital technologies to support pupils' learning in Mathematics.

The overall quality of teachers' practice in mainstream, special class, and special education settings was good with some very good practice observed. Lessons were well-structured, and teachers fostered positive learning environments where pupils were encouraged to share their ideas and explain their thinking. Questioning and prompts were used effectively to elicit pupils' responses and to promote mathematical dialogue during lessons. A range of organisational approaches was used to support pupil participation and interaction, including whole-class teaching and group work, with pair work evident in some settings. To enhance pupils' mathematical communication, teachers should provide additional opportunities for pupils to learn, use and apply mathematical language.

Special education teachers collaborated with mainstream class teachers to provide additional teaching support to pupils with identified needs in Mathematics. A range of support models was implemented, including individual and group withdrawal, and models of in-class support. In the junior classes, early intervention station teaching initiatives, based on pupils' identified learning needs, were implemented effectively. More consistent advance collaboration between teachers could support closer alignment with the identified mathematics learning needs of individual pupils on the school's continuum of support. In the special classes, pupils engaged in structured mathematical activities in supportive learning environments.

A range of effective assessment approaches was used to support teaching and learning in Mathematics, and to monitor pupils' progress. These included teacher observation, weekly and termly assessments, and standardised assessments. While maths journals were evident in all settings, their use to support assessment varied across the school. To further enhance assessment practice, teachers should engage pupils in meaningful self-assessment to support them to think about and discuss their learning in Mathematics, and recognise their progress as mathematics learners. It would also be timely to consolidate current good assessment practice on a whole-school basis by reviewing the school's assessment policy.

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

The overall quality of school planning, including SSE, in progressing pupils' learning in Mathematics was highly commendable. A whole-school plan for Mathematics was in place, and the school was actively involved in the development of a revised plan to reflect the *Primary Mathematics Curriculum*. The school staff engaged proactively and positively with Oide, the national support service for teachers and school leaders, to inform this work. As part of this

process, professional dialogue was encouraged and supported, contributing to a shared understanding of Mathematics teaching and learning.

The current focus of SSE was on aspects of Wellbeing and Mathematics. The previous cycle of SSE had focused on encouraging playfulness in Mathematics. This work was informed by engagement with pupils, parents, and teachers. It included consultation with the students' council and with pupils at assemblies. The promotion of Maths Talk and the use of maths journals were identified as priorities for further development.

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For the pupils of SN Cill Criodain about their learning in Mathematics
Date of inspection: 09/12 2025 and 10/12/2025

Introduction

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

What did the inspectors do during the visit?

The inspectors visited classrooms and talked to teachers and pupils about the work they were doing. The inspectors also met with a focus group of pupils to talk to them about their learning.

What did the inspectors find?

Here are some of the main things:

- Pupils enjoyed learning Maths and were motivated to do their best.
- Pupils took part in Maths lessons that helped them to learn and understand Maths.
- Teachers supported pupils to think about Maths and explain their ideas.

What the inspectors said the school should do to make learning better

- Teachers should create more opportunities for pupils to share their thinking, listen to each other, and use important Maths words.
- Teachers should encourage pupils to look back on their Maths work and think about what they are doing well, and what they want to get better at.

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