An Roinn Oideachais agus Óige
Department of Education and Youth

Curriculum Evaluation: Music
REPORT

Ainm na scoile/School name	S N Ros Com Rua
Seoladh na scoile/School address	Roscomroe Ballybritt Roscrea
Uimhir rolla/Roll number	18537T
Dáta na cigireachta/ Date of evaluation	10 -11/12/2025
Dáta eisiúna na tuairisce/Date of issue of report	11/02/2026

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.

How to read this report

During this inspection, the inspector(s) evaluated learning and teaching in Music 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 of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

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>
</table>

The school met the requirements in relation to each of the checks above.

Curriculum evaluation

Date of inspection	10 - 11/12/2025
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

S N Ros Com Rua is a rural co-educational primary school located in Roscomroe, Co. Offaly. It operates under the patronage of the Catholic Bishop of Killaloe. At the time of the evaluation, the teaching staff comprised a teaching principal, one mainstream class teacher and one special education teacher. There were twenty-one pupils enrolled in the school.

Summary of main findings and recommendations:

Findings

- The quality of pupils' learning in Music was very good. Pupils recognised Music as a form of creative expression, and they were enthusiastic about the role it plays in both their local and national culture.
- The quality of learner experiences was very good. Pupils had valuable opportunities to engage actively in lessons by listening and responding, composing body percussion and performing.
- The quality of teachers' practice was highly commendable. All teachers prepared and delivered high-quality lessons, and they provided pupils with a meaningful range of resources to explore, make and play music.
- The quality of whole-school planning and SSE was good. Leaders and teachers gathered and used data from a range of sources including parents, pupils and teachers to analyse areas and to inform specific areas for development.

Recommendations

- To further build on pupils' musical literacy skills, teachers should provide pupils from third class onwards with opportunities to read and write simplified staff notation and progress to standard staff notation as they move from class to class.
- To extend the very good learner experiences, leaders and teachers should consider how to best maximise opportunities for pupils to engage with digital devices to explore, make, record and listen to Music.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning in Music was very good. Pupils recognised Music as a form of creative expression, and they were enthusiastic about the role it plays in both their local and national culture. Pupils had very good knowledge of musical concepts and they capably discussed these when listening and responding to Music and when reviewing their own performances. They identified a variety of musical genres such as jazz, classical, traditional Irish music, heavy metal and rock. Pupils made meaningful connections between their learning in Music and Drama, Art and Science. They capably identified families of instruments and discussed a variety of materials used to make instruments and the scientific processes involved

in producing sound. Pupils confidently sang a broad range of songs in Irish and English and they talked about the meaning of traditional Irish songs.

All pupils explored musical pieces and played percussion instruments such as wooden boom whackers, castanets, triangles and tambourines. They demonstrated good awareness of rhythm, beat and texture when playing these to accompany melodic instruments such as the tin whistle. All pupils in the senior classroom identified and performed scales at the outset of lessons. They played the tin whistle with confidence and used a range of self and peer assessments strategies to review their performances and identify areas for development such as adjusting the pitch and tempo during performances. Some pupils in the junior classroom had experience in playing the tin whistle. To build on previous exploration and playing of melodic instruments, teachers should ensure that all pupils extend their repertoire of tunes and songs as they progress from class to class.

Pupils had meaningful opportunities to explore a variety of sounds and lyrics and to discuss the historical context of the music they listened to. They participated confidently in body percussion activities such as clapping, tapping, clicking and understood the importance of timing and sequencing in rhythm syllables and patterns. When performing Music, pupils in senior classes read and followed Music using note names and natural notes. They were less confident in reading staff notation. To further build on pupils' musical literacy skills, teachers should provide pupils from third class onwards with opportunities to read and write simplified staff notation and progress to standard staff notation as they move from class to class.

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

The quality of learner experiences was very good. Pupils had valuable opportunities to engage actively in lessons by listening and responding, composing and performing. They worked together to compose musical patterns and rhythms, and they confidently sequenced these through drawing and visual prompts. All pupils were included in school performances such as seasonal events and graduation days. Pupils visited local post-primary schools to attend musical events and concerts throughout the school year. This had a positive effect on their sense of pride and the value placed on Music in their local community. Pupils' performances and workshops were celebrated and displayed throughout the school and teachers shared videos and photographs with the local community. During the pupil focus group discussion, pupils reported that they enjoyed learning Music and performing at events. They indicated that they would like to participate in further performances such as musicals.

Pupils did not use digital technologies during Music lessons. They reported that they would welcome opportunities to use digital technologies to explore and make Music. To extend the very good learner experiences, leaders and teachers should consider how to best maximise opportunities for pupils to engage with digital devices to explore, make, record and listen to Music. Pupils, staff and local musicians who played instruments outside of school were provided with regular opportunities to bring their instruments in and play for, and with, their peers. This had a positive impact on pupils' ability to identify families of instruments and make connections between their learning in Music and real-life situations.

The quality of teachers' practice was very good. All teachers prepared and delivered high-quality lessons, and they provided pupils with a meaningful range of concrete resources to explore, make and play music. All interactions were highly inclusive, supportive and respectful. Teachers used a broad range of effective questioning techniques which stimulated pupils' engagement. They revised prior learning, shared learning intentions and the focus of new learning at the outset of lessons. Teachers modelled and applied subject-specific language and musical concepts appropriately during lessons. They played a variety of instruments to support pupils' learning and ensured that pupils were exposed to a broad range of musical genres.

The quality of assessment practices was good. Teachers checked regularly for understanding and used checklists, rubrics, rating scales and videos to monitor progression. Pupils' recorded work was maintained and monitored in music portfolios and copybooks. There was scope to

further enhance assessment practices by using data to inform the next steps in learning. Pupils selected a range of appropriate self and peer-assessment tools which they used to review their learning experiences and performances and to apply musical concepts in identifying areas for improvement.

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

The quality of whole-school planning and SSE was good. Leaders and teachers gathered and used data from a range of sources including parents, pupils and teachers to analyse areas and to inform specific areas for development. This had a positive impact on whole-school practices and approaches, most notably in the areas of wellbeing, Social, Scientific and Environmental Education (SESE) and Visual Arts. Leaders and teachers collaborated effectively to update the whole-school Music plan. Leaders and teachers had identified the strand of Composing as requiring further guidance in the whole-school plan. There was scope to include a repertoire of tunes and songs to ensure the plan comprehensively guides teachers' practice and optimises pupils' learner outcomes and experiences.

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For the pupils of S N Ros Com Rua about their learning in Music
Date of inspection: 10 -11/12/2025

Introduction

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

What did the inspector do during the visit?

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

What did the inspector find?

Here are some of the main things:

- Pupils enjoyed learning Music, they understood that it is an important part of their culture.
- Pupils' performances were shared and celebrated with the local community.
- Teachers made sure pupils had opportunities to explore instruments to make and perform Music.

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

- Teachers should help pupils from third class upwards to learn to read and write music notes.
- Pupils should be given opportunities to use technology to explore Music.

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

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management of S.N.Ros Com Rua is very pleased with the positive Curriculum Evaluation Report which affirms the very good standard of teaching and learning of Music in our school.

It is particularly pleasing to see in the report that pupils in our school identify as musicians, are confident in their music skills, playing music and are taught using very good pedagogical approaches.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The Board of Management and staff of S.N. Ros Com Rua are now focusing on the recommendations in the report and will implement them in full.

Published February 2026 / Foilsithe Feabhra 2026