An Roinn Oideachais
agus Óige
Department of Education
and Youth

Programme Evaluation in TY
REPORT

Ainm na scoile/School name	Moate Community School
Seoladh na scoile/School address	Church Street Moate Co Westmeath
Uimhir rolla/Roll number	91501L
Dáta na cigireachta/ Date of evaluation	21/04/2026
Dáta eisiúna na tuairisce/Date of issue of report	21/09/2026

What is a programme evaluation?

The programme evaluation model of inspection is used to evaluate the quality and effectiveness of the following programmes and to provide advice and support to teachers, principals and school management in post-primary schools and centres for education:

- Junior Certificate School Programme (JCSP)
- Transition Year (TY) programme
- Leaving Certificate Applied (LCA) programme
- Leaving Certificate Vocational Programme (LCVP)

How to read this report

During this inspection, the inspector(s) evaluated learning and teaching in TY under the following headings:

1. Teaching and learning
2. Programme provision and whole-school support
3. Programme planning, co-ordination and evaluation

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.

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.

Programme evaluation in TY

Date of inspection	20/04/2026 and 21/04/2026
Inspection activities undertaken • Review of relevant documents • Meetings with principal, deputy principal and key staff • Interaction with students, including a focus group	• Observation of teaching and learning • Examination of students' work • Feedback to principal, deputy principal and relevant staff

School context

Moate Community School is a co-educational, multi-denominational post-primary school, operating under the trusteeship of Le Cheile, the Catholic Education, an Irish Schools Trust (CEIST) and the Longford and Westmeath Education and Training Board (LWETB). There were 913 students enrolled in the school at the time of the evaluation. The school offered the Junior Cycle, including a Level 2 Learning Programme (L2LP), an optional Transition Year (TY) programme, the Leaving Certificate Vocational Programme (LCVP), the Leaving Certificate Applied (LCA) and the Leaving Certificate (Established) (LCE). The school had four special classes for students with autism.

Summary of main findings and recommendations:

Findings

- The overall quality of teaching and learning was very good, with instances of excellent practice also noted.
- In most lessons, students participated purposefully in active learning, facilitated through well-planned tasks designed by their teachers.
- Effective assessment practices were evident, including good use of targeted questioning, feedback and reflection to assess students' prior knowledge and understanding.
- The overall quality of programme provision and whole-school support was very good.
- A key strength of the programme was the very broad range of learning experiences provided through the TY curriculum. There was a very high level of oversight of planning for teaching and learning in TY, and the majority of subject and module plans were aligned with the TY Programme Statement.
- The overall quality of programme co-ordination and review was excellent. The TY co-ordinator with the support of the TY core team provided very high levels of support to TY teachers and students.

Recommendations

- To support students' engagement in learning and critical thinking, teachers should agree and implement more consistent approaches to capturing learning across subjects and modules through the more systematic use of the TY portfolio.
- TY Mathematics should be reviewed to strengthen its focus on key competencies and ensure that it remains distinct from Leaving Certificate Mathematics. As all other subjects and modules were delivered in mixed ability classes, consideration should also be given to supporting inclusive participation in mathematics-related learning.

1. Teaching and learning

- The overall quality of teaching and learning was very good, with instances of excellent practice noted.
- Teachers created positive, supportive learning environments, and used approaches that engaged students effectively from the outset.

- Teachers shared learning intentions and, in a minority of lessons, success criteria. More consistent use of success criteria would further support students in understanding and monitoring their learning.
- Teachers structured lessons effectively and sequenced activities purposefully. In the majority of lessons, starter activities activated prior knowledge, enabling students to connect earlier learning with new content.
- Teachers circulated during lessons, providing support, clarification and timely feedback. Strategies such as the use of mini whiteboards enabled effective checking of student understanding.
- In a highly effective lesson, teachers used modelling, structured questioning, prompts and exemplars to scaffold learning and support student creative expression.
- Students engaged actively in learning through a variety of tasks, including written responses, case studies and problem-solving activities.
- Students analysed exemplar materials and applied their understanding in creating mini podcasts. Teachers integrated digital tools effectively, guiding students in using functions such as text-to-speech or audio recording, supporting differentiation and promoting student agency.
- Highly commendable co-teaching was observed, with teachers working collaboratively to support student learning, provide targeted assistance and promote inclusive participation.
- Students worked both independently and collaboratively, including in small outdoor pods. In one lesson, students rehearsed scripts connected to local themes and supported one another through reading and recitation, which developed communication skills and peer learning.
- Teachers promoted active and collaborative learning approaches. In most lessons, classroom seating was arranged in rows; more flexible seating arrangements, where appropriate, would further support collaborative and group work.
- Teachers used effective questioning to monitor student understanding and extend learning. Targeted and higher-order questioning supported deeper engagement.
- In the majority of lessons, students were provided with opportunities to reflect on their learning and identify areas for improvement, including through peer feedback. Greater use of structured reflection activities at the end of lessons would further support consolidation and target-setting.
- Students demonstrated their learning through written and reflective tasks. Teachers should ensure greater consistency in documenting learning across subjects and modules, including through the TY portfolio, to support reflection and critical thinking and provide clearer evidence of student progression.
- The TY portfolio formed an important element of the programme. TY Portfolio development was scheduled for one class per week. Students compiled portfolios that included samples of work, photographs of activities and reflections on their learning experiences. Teachers supported students in documenting their learning journey and developing independent learning skills; there was scope to further encourage students to engage in deeper reflective and critical thinking about their experiences.
- Students described the programme as offering an active and ‘hands-on’ approach to learning, with a variety of teaching methods, practical activities and real-life applications. They valued opportunities for career exploration, work experience and time to consider Leaving Certificate subject choices. Students highlighted memorable experiences and community engagement, including visits to a local nursing home and involvement with the Men’s Shed, as well as modules such as Junk Kouture and Creative Expressions.

2. Programme provision and whole school support

- Provision for the Transition Year (TY) programme was very good and reflected a strong whole school commitment to the programme. Senior management actively supported the organisation and ongoing development of TY and worked closely with the TY co-ordinator and teaching staff to ensure the effective implementation of the programme. The curriculum was aligned with the Transition Year Programme Statement 2025 and

was structured around the four student dimensions: personal growth, being a learner, civic and community engagement, and career exploration.

- Students were organised into class groups and experienced a broad and balanced curriculum designed to support the holistic development of learners. The programme included a combination of core subjects and subject sampling opportunities.
- Students also had opportunities to experience a wide range of TY modules that further enriched the programme and included options such as Junk Kouture, Creative Expressions, Sustainability, Sports Journalism, and Textiles Fashion and Design. Rotational modules provided students with opportunities to experience a variety of learning areas across the year, including Podcasting and Financial Literacy, Food and Culinary Arts, and Outdoor Education.
- The programme included a wide range of experiential learning opportunities that extended beyond the classroom. Students participated in workshops, project-based learning activities, work experience, educational trips and outdoor education experiences. Students also engaged in initiatives such as Road Safety awareness programmes, and the GAA Future Leaders programme.
- Strong links with the local community enhanced the programme and provided valuable real-world learning opportunities for students. Links with community organisations and local initiatives supported students in developing confidence, leadership skills and a sense of active citizenship.
- Almost all subjects were taught in mixed ability classes. In Mathematics, students were assigned to higher and ordinary level groups. It was recommended that Mathematics be taught in mixed-ability settings, supported by appropriately inclusive and differentiated strategies to ensure all students can access and progress in their learning.
- Whole school support for the programme was evident through the collaborative involvement of subject departments, the guidance department, the AEN (Additional Educational Needs) department, care team, work experience co-ordinator and TY tutors. Ongoing teacher professional learning (TPL) undertaken by the TY co-ordinator and staff supported the continued development of the programme.
- Effective communication structures supported the organisation and co-ordination of the programme. A range of channels ensured that students, parents and staff were well informed, contributing to the smooth running of TY.

3. Programme planning, co-ordination and review

- The quality of programme planning was very good. The school had developed a comprehensive TY plan which outlined the rationale, aims and structure of the programme. The programme was organised around the four student dimensions. These informed the design of modules, learning experiences and assessment approaches.
- The majority of subject and module plans were aligned with the TY Programme Statement. A range of methodologies was evident, including project-based and collaborative learning, workshops, visiting speakers, field trips and community initiatives.
- Teachers should ensure consistent use of the common TY subject and module planning template so that all plans include assessment approaches, shared success criteria, and a variety of formative and summative assessment methods.
- The principles of Universal Design for Learning (UDL) informed planning to support inclusive participation for students with diverse learning needs. Collaboration between teachers, the AEN department and the guidance department supported students with additional needs.
- Teachers were encouraged to contribute ideas for new modules and learning experiences based on their expertise and interests. This collaborative approach supported the ongoing development and responsiveness of the programme.
- The overall quality of programme co-ordination and review was excellent. The TY co-ordinator, supported by the TY core team, provided a high level of support to TY teachers and students. The team met weekly to review implementation, student engagement, attendance and upcoming activities. These meetings supported effective planning, organisation and continuous review of the programme.

- At the time of the evaluation, 158 students were participating in TY across six class groups, representing a high uptake. The programme has expanded in recent years, growing from four to six class groups since 2023.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and relevant staff at the conclusion of the evaluation.

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