An Roinn Oideachais agus Óige
Department of Education and Youth

# Curriculum Evaluation: English
# REPORT

| | |
|---|---|
| Ainm na scoile/School name | Grange National School |
| Seoladh na scoile/School address | Boyle<br>Co. Roscommon |
| Uimhir rolla/Roll number | 15584N |
| Dáta na cigireachta/<br>Date of evaluation | 18/03/2026 |
| Dáta eisiúna na tuairisce/Date of issue of report | 18/06/2026 |

# 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 evaluated learning and teaching in English 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 school self-evaluation (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 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>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.<br>2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.<br>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.<br>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.<br>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** | 18/03/2026 |
| **Inspection activities undertaken**<br>• Discussion with principal and teachers<br>• Review of relevant documents<br>• Pupil focus-group interview | • Observation of teaching and learning<br>• Examination of pupils' work<br>• Interaction with pupils<br>• Feedback to principal and teachers |

## School context

Grange National School is a co-educational primary school situated in Boyle, County Roscommon. The school has two mainstream class teachers, one of whom is the principal. There is one special education teacher, who is shared with two other local schools. There were thirty-three pupils enrolled at the time of the evaluation. The Catholic Bishop of Achonry and Elphin is the patron of the school.

## Summary of main findings and recommendations:

### Findings

- The quality of pupils' learning outcomes in English was very good overall.
- The quality of learning experiences to support the pupils' learning in English was very good overall.
- The overall quality of teachers' practice throughout the school was very good.
- The quality of school planning, including SSE, in progressing pupils' learning in English was good overall.

### Recommendations

- The teachers should implement a structured whole-school approach to teaching of the writing genres.
- The teachers should implement a whole-school approach to assessment in English, and use these records of assessment to help improve the pupils' learning in English.

## Detailed findings and recommendations

## 1. The quality of pupils' learning outcomes

The quality of the pupils' learning outcomes in English was very good overall. Almost all of the pupils were well motivated and displayed very positive attitudes to learning during the lessons observed.

Play-based approaches were evident in the junior classes. The pupils in the junior classes enjoyed engaging in oral language lessons in pairs and small groups. In the senior classes, the pupils spoke confidently about books they had read and enjoyed engaging with new novels. Some of the pupils recited poems and sang songs. There was a need, however, for more regular opportunities in the junior classes to recite action rhymes, songs, and poems to support the pupils' phonological awareness.

Each of the pupils maintained a free writing copybook, and a copybook of songs, rhymes and poems. The pupils in the junior classes wrote simple sentences, and sentences of increasing length. The pupils in the senior classes engaged in some writing activities, including narrative writing and some free writing. The pupils in the focus group reported that they enjoyed reading

and completing written tasks about the books they had read. It is recommended, however, that the teachers implement a whole-school approach to the writing genres.

The pupils' learning outcomes in English were enhanced through well-structured differentiated activities, and effective in-class support from the special education teacher. Each of the pupils extended and consolidated their learning in a systematic way. They completed targeted phonics activities in the junior classes, and comprehension tasks in the senior classes.

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

The quality of learning experiences to support the pupils' learning in English was very good overall. Most of the pupils were engaged in purposeful learning experiences during the lessons observed. Respectful interactions between the teachers and the pupils, and among the pupils themselves, were observed during the evaluation. Where best practice was observed, the learning experiences were differentiated to cater for the range of pupil abilities.

In the junior classes, the pupils worked together in small groups exploring the experience of being in a restaurant. The pupils used a range of resources, including menus. Each of the pupils carried out an assigned role associated with being in a restaurant. Some of the pupils placed an order, and other pupils prepared the meals. While the pupils clearly enjoyed this activity, there was scope for some of the pupils to get more practice using new vocabulary during English lessons. There were good links between oral language, reading and writing in the junior classes. The pupils engaged in highly effective targeted phonics activities in small groups with the support of the special education teacher. Some of the pupils also constructed and read sentences together, using adjectives.

The pupils in the senior classes engaged in regular talk and discussion about the many novels they had read. Most of the pupils confidently used a range of comprehension strategies in their discussions. Very effective use of pair work and group work enhanced the pupils' learning experiences in English. The pupils completed a variety of written tasks in their workbooks and copybooks on a regular basis, including character profiles and grammar-related tasks.

There were some very good samples of the pupils' learning in English on display in the classrooms, and throughout the school. During the focus group discussion, the pupils spoke positively about their use of digital devices to support them with spelling in English and to search for and explore the meaning of words.

The overall quality of teachers' practice throughout the school was very good. Each of the teachers was well prepared for the lessons observed. The teachers displayed very good classroom management. The teachers used a wide range of effective teaching methods, including group work, pair work and individual tasks. Highly effective use of appropriate resources supported the pupils to engage in English lessons. Each of the teachers used digital technologies to support the learning process.

The pupils in the focus group reported that they enjoyed engaging in literacy activities linked to other curricular areas, such as History and Geography. Some of the pupils spoke enthusiastically about their use of digital devices to research information for projects they had completed on the Aztecs, the Roman Empire, Irish history, and farming. They were proud of the information texts they had created digitally about various sports people.

The quality of provision for special education was very good. Both in-class and withdrawal models of support were provided for the pupils in English. High-quality learning experiences were provided that responded to the individual needs of pupils. Student Support Files included plans, reviews, targets, and information on individual pupils' progress. High-quality early intervention, teacher observation and relevant diagnostic testing supported the school in the implementation of the continuum of support.

Assessment practices were very good overall. Each of the teachers used a variety of assessment tools. These included observation, questioning, oral and written feedback, and

standardised tests. There was scope, however, for the school to make greater use of records of assessment to help improve the pupils' learning in English. The teachers should implement a whole school approach to assessment in English, and use the assessment records to improve the pupils' learning.

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

The quality of school planning, including SSE, in progressing pupils' learning in English was good overall. The school plan for English provided an outline of intended progress in English for the pupils of the school, in line with the *Primary Language Curriculum* (2019).

The school recently began to engage with the SSE processes, with a focus on wellbeing. In recent years, the school's focus on improving the pupils' reading comprehension and developing oral language skills in English had been effective.

An Roinn Oideachais agus Óige
Department of Education and Youth

# For the pupils of Grange National School about their learning in English

**Date of inspection: 18/03/2026**

## Introduction

Your school had an inspection of English 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. The 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:

- The pupils' learning in English was very good overall.
- The pupils took part in enjoyable learning activities, for example, learning through play, reading novels and completing projects.
- Overall, the teachers taught English very well.
- The school's planning for English was good.

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

- The teachers should teach a wider range of the writing genres in English.
- The school should use the records of how the pupils are doing in English to help the pupils to improve their learning.

**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 |