

**An Roinn Oideachais agus Scileanna
Department of Education and Skills**

**Whole School Evaluation
Management, Leadership and Learning**

REPORT

**SN Eoin Baisde Cailíní Naoidh,
Clontarf, Dublin 3
Uimhir rolla: 19007S**

Date of inspection: 22 May 2013



Whole-School Evaluation – Management, Leadership and Learning Report

Introduction

A Whole-School Evaluation – Management, Leadership and Learning (WSE-MLL) was undertaken in SN Eoin Baisde Cailíní Naoidh, Clontarf, Dublin 3 in May, 2013. This report is based on a selection of lessons observed in a range of learning settings in the school, interaction with pupils and review of their work, meetings with the principal and with board and parent representatives, completed parent and pupil questionnaires, and a selection of school documents.

SN Eoin Baisde Cailíní Naoidh has an enrolment of 260. Enrolment trends are very strong. School attendance levels are very good.

The board of management 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.

The school has **strengths** in the following areas:

- The overall quality of teaching and learning in the school is very good.
- Lessons are integrated very thoughtfully and very effectively, ensuring the reinforcement of pupils' learning across the full range of the curriculum.
- This is an inclusive school and the quality of support for pupils with special educational needs is praiseworthy.
- The sharing of expertise among teachers contributes to highly commendable collaborative practices throughout the school.
- The quality of administrative, curriculum and pastoral leadership provided by the principal and in-school management team is very good.
- Pupils' behaviour is exemplary, facilitating purposeful engagement in learning activities.

The following **recommendations** are made:

- It is recommended that a policy is developed to provide clear guidance on the school's practices and specific roles of all staff members in relation to provision for exceptionally able pupils.
- It is recommended that the school devises a policy on language support for pupils for whom English is an Additional Language (EAL). This will provide clear guidance on the school's practices and specific roles of all staff members in this regard.

Findings

1. The learning achievements of pupils

- Overall learning achievements of pupils are very good throughout the school. Pupils participate purposefully in a highly commendable range of well-structured and sequenced learning activities. They have frequent opportunities to work collaboratively, which optimise both pupil engagement and achievement in learning.
- Learning outcomes are excellent in numeracy and literacy. The school's focus on the correct use of mathematical vocabulary has resulted in the development and consolidation of pupils' mathematical understanding. In English, pupils express themselves very clearly on a range of topics, both orally and in writing. The commendable emphasis on a writing process approach results in the presentation of high quality written work in a variety of genres. Pupils read an extensive range of appropriate reading material with fluency, confidence and understanding. In all

classes, pupils recite a very good range of poetry and songs, in both English and Irish, with enthusiasm and appropriate expression.

- Tá dea-thorthaí le sonrú i bhfoghlaim na ndaltaí sa Ghaeilge. Cloiseann siad ionchur cuí teanga ó na múinteoirí le linn ceachtanna Gaeilge. Léiríonn na daltaí tuiscint chuí ar raon inmholta ábhar, trí tascanna éisteachta a dhéanamh agus trí treoracha a leanúint. Is féidir leo labhairt go muinteach agus go cruinn. Tá stór leathan foclóra acu agus léiríonn siad cumas labhartha an-mhaith.
- *Very good results are evident in pupil's learning in Irish. They hear appropriate language input from the teachers during Irish lessons. Pupils demonstrate appropriate understanding on a commendable range of topics, through the completion of listening tasks and through following instructions. They speak confidently and accurately. They have a wide range of vocabulary and they exhibit very good speaking ability.*

2. Quality of teaching

- The overall quality of teaching is excellent. Teachers utilise resources effectively to support pupils' learning. Lessons are integrated very thoughtfully and very effectively, ensuring the reinforcement of pupils' learning across the full range of the curriculum. Learning targets and activities are well differentiated for individual pupils. Lessons observed were engaging, well structured, paced, resourced and adapted to address pupils' individual needs. Teaching is characterised by clear lesson delivery. Highly effective questioning techniques are used to develop pupils' thinking. Teachers use constructivist teaching approaches very effectively to incorporate pupils' prior knowledge and experiences in the shaping of new understanding.
- It is recommended that a policy is developed to provide clear guidance on the school's policy, practices and specific roles of all staff members in relation to provision for exceptionally able pupils.
- Teachers are committed to ongoing professional development and participate in a wide range of professional development courses to enhance the quality of provision offered in the school. The sharing of teacher expertise across the breadth of the curriculum is praiseworthy and enhances the quality of provision offered in the school.
- The highly collaborative approach adopted in the school guides individual teacher planning in both mainstream and support settings and contributes significantly to the effectiveness of interventions for pupils with special educational needs (SEN).
- Additional support is provided using a variety of models including individual, small group withdrawal, in-class support and station teaching. There is close consultation between the language support teachers and the class teachers. Whilst a policy on provision of language support for pupils for whom English is an Additional Language has not yet been developed, a comprehensive scheme of work is outlined in the school plan. It is recommended that a policy is developed on language support for pupils for whom English is an additional language to provide more guidance on the school's practices and specific roles of all staff members.

3. Support for pupils' wellbeing

- Provision for the care of pupils is very good. Interactions between teachers and pupils are supportive and affirming. Pupil behaviour is exemplary and it is evident that they are content and secure in school.
- This is an inclusive school and the quality of support for pupils with special educational needs is highly commendable. Targeted individual education plans (IEPs) and individual profile and learning programmes (IPLPs) are devised collaboratively and reviewed regularly.
- Confirmation was provided that the board of management has formally adopted the *Child Protection Procedures for Primary and Post-Primary Schools* without modification and that the school is compliant with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools*.

4. Leadership and Management

- The board of management is committed to ensuring a high quality of education for pupils, and works with the staff in a climate of trust and respect. The principal leads the school very effectively and has guided the development of a dynamic and

collaborative school culture. She ensures that the range of teaching expertise available in the school is deployed effectively. The in-school management team is enthusiastic and knowledgeable and provides supportive leadership to the members of the school community to facilitate their involvement in curriculum initiatives and extra-curricular activities.

- The quality of home-school communication is very good. Comprehensive newsletters are issued regularly to parents, helping to keep them informed of developments and to facilitate their involvement in curriculum and extra-curricular activities.

5. School Self-evaluation

- Over time, the school has developed sophisticated approaches to self-evaluation. A broad range of formative assessment practices has been developed and is used very well to aid the school's evaluation of pupils' learning. Focused school self-evaluation guides the setting of realistic targets for the improvement of the quality of pupils' learning experiences.
- Assessment outcomes, including the results of both teacher-designed and standardised tests, are analysed perceptively and used to inform teaching approaches. In support settings, the outcomes of diagnostic tests, professional reports and teacher observations are also used effectively.
- The school monitors the impact of its school improvement plan on a continuous basis. Reviews are conducted systematically to ensure that targets remain relevant to the school context.

Conclusion

The school's capacity to develop further is excellent. Management and staff reflect frequently and carefully on the effectiveness of school practices in order to enhance the quality of educational provision for pupils.

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 wish to acknowledge the professionalism, courtesy and advice of the inspectorate during our recent inspection. We welcome the positive report on the school and wish to acknowledge the dedication, co-operation and support of all staff, parents and pupils. We will continue our efforts on behalf of the pupils in the school- at all times striving to ensure that each child will reach her full potential in a happy and caring school environment.

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 recommendations will be central to our school planning in the coming year. The report will be used as a basis for school evaluation into the future.

