An Roinn Oideachais agus Scileanna
Department of Education and Skills

Curriculum Evaluation

REPORT

<table>
<thead>
<tr>
<th>Ainm na scoile / School name</th>
<th>Druimne N S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seoladh na scoile / School address</td>
<td>Dromina Charleville</td>
</tr>
<tr>
<td>Uimhir rolla / Roll number</td>
<td>11262R</td>
</tr>
</tbody>
</table>

Date of Evaluation: 05-10-2016
WHAT IS A CURRICULUM EVALUATION?

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the Primary School Curriculum (1999). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject 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
2. Supporting pupils’ learning through learning experiences and teachers’ practice
3. The effectiveness of school planning, including SSE, in progressing pupils’ learning

The inspector describes 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.
Curriculum Evaluation

INSPECTION ACTIVITIES DURING THIS INSPECTION

<table>
<thead>
<tr>
<th>Date of inspection</th>
<th>05-10-2016</th>
</tr>
</thead>
</table>
| Inspection activities undertaken | • Observation of teaching and learning  
• Examination of pupils’ work  
• Interaction with pupils  
• Feedback to principal and teachers |

• Discussion with principal and teachers  
• Review of relevant documents  
• Pupil focus-group interview

SCHOOL CONTEXT

Drumine N.S. is a co-educational primary school with a current enrolment of sixty-three pupils. The school has a staffing of five teachers two of whom work in support settings. The school is designated as serving in an area of disadvantage and is part of the School Support Programme (SSP) Delivering Equality of Opportunity in Schools (DEIS) rural initiative. 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.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

• The quality of pupils’ learning in English is good.  
• The quality of teaching in English is very good.  
• The quality of support for pupils’ learning in English is of a very high standard.  
• The engagement of teachers in continuing professional development courses has impacted significantly on the quality of pupil learning outcomes.  
• Teachers’ individual preparation includes preparation for the differentiation of learning objectives and learning activities and is informed by the meaningful use of data.  
• The school’s DEIS action plan for literacy and the school’s engagement in school self-evaluation is impacting very positively on the quality of pupils’ learning experiences, teachers’ practice and pupil attainment.  
• The whole-school English plan successfully informs practice in the school including teachers’ individual preparation and their work in classrooms.

RECOMMENDATIONS

• The use of assessment data to group pupils according to ability levels for the teaching of reading and writing should be extended to all classes.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS’ LEARNING IN ENGLISH

• Pupil learning in English is of a good standard. The pupils have developed good oral language skills. They engage appropriately in listener-speaker relationships. Pupils’
confidence and competence in speaking is systematically developed as they progress through the school. They have acquired a wide range of reading skills including phonemic awareness, word identification and comprehension strategies and they apply these strategies to their reading with very good effect. The quality of their written work is of a high standard. They are facilitated to write for different purposes and audiences in a variety of genres. They have learned to edit and refine their writing and to present their work neatly. Pupils have also developed a good command of grammar, syntax, punctuation and spelling. Consideration should be given to the provision of increased opportunities for pupils to work cooperatively enabling them to clarify and consolidate their thoughts and to generate ideas by working within a group.

2. SUPPORTING PUPILS’ LEARNING IN ENGLISH: LEARNING EXPERIENCES AND TEACHERS’ PRACTICE

- The quality of support for pupils’ learning in English is of a very high standard. Pupils demonstrate very high levels of interest and participation in their learning. In the majority of lessons observed, pupils were facilitated to work both independently and collaboratively in a purposeful manner. The school is highly commended for the implementation of a very wide range of effective teaching approaches including the successful implementation of the Aistear programme in the infant classes and the organisation of guided reading in the junior and middle classes.

- The engagement of teachers in continuing professional development courses has impacted positively on the quality of pupil learning outcomes. The quality of teaching and learning in support settings is of a very high standard. Team-teaching approaches to the teaching of reading and writing in the infant, junior and middle standards is having a very positive impact on the quality of pupil learning outcomes. It is recommended that this methodology where pupils are grouped according to their ability levels for the teaching of reading and writing, is extended to all classes.

- A range of assessment strategies is successfully implemented throughout the school. The data generated from teachers’ assessment of pupil learning effectively informs the differentiation of learning objectives and activities in the majority of lessons observed.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESING PUPILS’ LEARNING IN ENGLISH

- The whole-school English plan successfully informs practice in the school, including teachers’ individual preparation and their work in classrooms. The plan is reviewed regularly. This good practice ensures that pupils experience a broad and balanced English curriculum and that the integration of literacy with other subjects is purposeful and supportive of learning.

- The school’s DEIS action plan for literacy and the school’s engagement in school self-evaluation is impacting positively on the quality of pupils’ learning experiences, teachers’ practice and pupil attainment.
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 the school’s provision of each area.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example of descriptive terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.</td>
<td>Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary</td>
</tr>
<tr>
<td>Good</td>
<td>Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils’ learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a very good standard.</td>
<td>Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.</td>
<td>Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas</td>
</tr>
<tr>
<td>Fair</td>
<td>Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.</td>
<td>Fair; evident weaknesses that are impacting on pupils’ learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve</td>
</tr>
<tr>
<td>Weak</td>
<td>Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.</td>
<td>Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;</td>
</tr>
</tbody>
</table>

Published Jan 2017