

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

**Curriculum Evaluation**  
**Mathematics**

**REPORT**

<b>Ainm na scoile / School name</b>	Coronea N S
<b>Seoladh na scoile / School address</b>	Arva Co. Cavan
<b>Uimhir rolla / Roll number</b>	16767D

**Date of inspection: 14-01-2020**



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agus Scileanna**  
Department of  
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## **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 Mathematics under the following headings:

1. Quality of pupils' learning
2. Supporting pupils' learning through learner 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.

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.

## **CHILD PROTECTION**

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

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

## Curriculum Evaluation

<b>Date of inspection</b>	14-01-2020
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Discussion with principal and teachers</li><li>• Review of relevant documents</li><li>• Pupil focus-group interview</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning</li><li>• Examination of pupils' work</li><li>• Interaction with pupils</li><li>• Feedback to principal and teachers</li></ul>

### SCHOOL CONTEXT

Coronea National School is a rural co-educational school under the patronage of the Catholic Bishop of Kilmore. There are currently twenty-two pupils enrolled. The school has two mainstream teachers and has part-time access to three special educational needs teachers who are based in other schools.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The quality of pupils' learning in Mathematics is very good; pupils are actively engaged in their learning and make very effective links between Mathematics and other areas of the curriculum.
- The quality of learner experience is very good; pupils' regular use of digital learning technologies enhances their learning experiences.
- The quality of teachers' practice is very good; teachers demonstrate very purposeful use of appropriate mathematical language and highly commendable questioning skills.
- The quality of assessment is good; assessment practices including peer and self-assessment are not fully realised in Mathematics.
- The quality of planning in Mathematics, including school self-evaluation (SSE), is good; targets are of a general nature and do not allow for effective monitoring of the SSE plan.

#### RECOMMENDATIONS

- A whole-school approach to adopting a broad range of peer and self-assessment strategies should be implemented in Mathematics in order to enhance pupils' awareness of the skills and dispositions that facilitate their progress as learners.
- The improvement targets delineated in the school improvement plan, which is developed through the SSE process, should be more specific to support the implementation and monitoring of improvement initiatives on pupils' learning.

### DETAILED FINDINGS AND RECOMMENDATIONS

#### 1. THE QUALITY OF PUPILS' LEARNING

The quality of pupils' learning is very good. Pupils demonstrate very good mastery of mathematical skills, including mental maths, number fluency and estimation skills. Their attainment in mathematics is at a very good standard. There is clear evidence of continuity and progression from class to class. The pupils connect mathematics to real life successfully. Pupils can clearly articulate a range of problem-solving strategies; they can justify and explain their answers with confidence. Pupils' learning is enhanced through the purposeful use of the school and local environment.

In the focus group discussion conducted as part of the evaluation, pupils spoke about the sense of achievement they derive from engaging with challenging content and activities. They also spoke about how concrete materials and manipulatives supported them in their learning.

## **2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE**

The quality of learner experiences is very good. Pupils are highly motivated and engaged in their learning in Mathematics. They are provided with a broad range of learning experiences that are challenging and interesting. Pupils are enabled to effectively identify the relevance and use of mathematics in their environment. They use a range of concrete materials and calculators with confidence. They are enabled to work both independently and collaboratively on mathematical tasks. Pupils' learning is enhanced by the use of digital learning technology to consolidate their learning. Teachers use a range of applications and technologies to reinforce mathematical skills and to assess and monitor pupils' learning.

The quality of teachers' practice is very good. Attractive stimulating learning environments are provided by teachers. Teachers demonstrate very effective questioning skills during lessons and provide pupils with rich mathematical language experiences. They provide a secure learning environment where pupils' suggestions are valued. In their planning and practice, teachers ensure that there is breadth and balance across all strands of the curriculum. The teachers are skilful in supporting the varying learning needs of pupils. They differentiate provision accordingly to ensure pupils' experiences are sufficiently challenging and to facilitate appropriate progression for them.

The quality of support for pupils with special educational needs is very good. Support is provided using a balance of in-class support, team teaching and one-to-one teaching. The continuum of support is in place and targets are generally aligned to pupils' prioritised learning needs. The use of diagnostic testing for pupils with special educational needs would further support the creation of specific and measurable targets in pupils' mathematical learning.

The quality of assessment is good. The results of standardised assessments are tracked effectively and regular monitoring of pupil attainment is evident. Teacher observations are carefully recorded and used to inform planning, teaching and learning. Teachers plan effectively for assessing pupils' attainment using assessment *of* learning strategies. However, in order to further develop pupils' ability to reflect on their own learning, a whole-school approach to assessment *for* learning should be developed including peer and self-assessment strategies.

## **3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS' LEARNING**

The quality of school planning, including SSE, is good. The whole-school plan for Mathematics is supportive of teachers' practice and pupils' learning. Teachers work collaboratively in a learning culture where professional development is encouraged and new pedagogical learning is shared among staff.

The school has engaged purposefully with the SSE process; improvement priorities and corresponding actions from previous SSE cycles have been embedded in teachers' practices and have impacted positively on pupils' learning. The whole-school approach to the mastery and recall of number facts and operations is evident in both teachers' practice and pupils' learning. Though a

number of areas for improvement in Mathematics have been identified, in order to monitor the impact of the school improvement plan on pupils' learning, targets relating to the development of assessment strategies and pupil engagement need to be further developed. Teachers work purposefully and effectively, individually and collaboratively, to ensure that improvement plans are put into action on a whole-school basis.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

**Part A: Observations on the content of the inspection report**

The board of management of Coronea N.S. wishes to acknowledge receipt of the recent curriculum evaluation inspection report conducted in our school focusing on Mathematics. The board of management welcomes this positive report and the recommendations outlined. The report affirms the quality of teaching and learning in Mathematics. The board of management is very pleased that pupils' good attainment in maths in our school was recognised. The board of management is proud that the pupils were observed to be motivated and engaged in their learning and that teachers were noted as being skilful in supporting the learning needs of pupils.

**Part B: 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 Coronea N.S. recognises and accepts the recommendations that were made in the curriculum evaluation and are happy to implement these. We have begun to adopt a broad range of peer and self-assessment strategies to enhance pupils' awareness of the skills and dispositions that facilitate their progress as learners as outlined in the report. We also now intend to focus on more specific targets in our S.S.E. process to support the implementation and monitoring of improvement initiatives on pupils' learning in Mathematics. We look forward to further enhancing the teaching and learning of Mathematics in our school.

## 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	Example of descriptive terms
<b>Very Good</b>	<b>Very good</b> 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 <b>outstanding</b> and provides an example for other schools of exceptionally high standards of provision.	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
<b>Good</b>	<b>Good</b> 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 <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<b>Satisfactory</b> 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.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
<b>Fair</b>	<b>Fair</b> 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.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
<b>Weak</b>	<b>Weak</b> 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.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;