

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Curriculum Evaluation
Physical Education

REPORT

Ainm na scoile / School name	Scoil Naomh Bríde
Seoladh na scoile / School address	Boardsmill Trim Co. Meath
Uimhir rolla / Roll number	17947K

Date of inspection: 28-11-2019



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(s) evaluated learning and teaching in [Subject] 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 of the school 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

Date of inspection	28-11-2019
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Pupil focus-group interview	<ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers

SCHOOL CONTEXT

Scoil Naomh Bríde, is a rural co-educational primary school, under the patronage of the Catholic Bishop of Meath. The school caters for one hundred and ninety-nine pupils across eight mainstream classrooms. Two full-time and two part-time special education teachers (SET), provide support for pupils with special educational needs.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Pupils' learning in Physical Education is of a very high quality.
- The quality of the learning experiences provided for pupils is exemplary.
- Teaching in Physical Education is of a very high standard.
- Assessment practices are well developed; there is scope to extend assessment-for-learning approaches.
- School planning is highly effective in progressing pupils' learning in Physical Education.

RECOMMENDATIONS

- Assessment-for-learning approaches, including pupil, peer and self-assessment, should be developed consistently across the school.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

Pupils' learning in Physical Education is of a very high quality. They present as very confident learners and demonstrate high levels of ability in running and jumping in the strand of Athletics. Pupils, both in the focus-group discussions and during interactions in their classrooms, reported that they really enjoy their learning and that lessons are varied and fun. They have a very strong sense of learning new skills and of making progress, and are motivated through having attainable yet challenging learning activities. Pupils demonstrate very high levels of competency in skills, particularly in the strand of Games and have a good understanding of the importance of fitness, healthy eating and healthy life-style. They exhibit a strong appreciation of and respect for the environment and regularly participate in outdoor activities.

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

The quality of the learning experiences provided for pupils is exemplary. The school environment promotes physical activity, and pupils' learning and achievements are celebrated and communicated through regular newsletters and on the school website. School displays recognise pupils' involvement in local clubs, including karate, golf and dancing. Success, team spirit and exceptional effort are acknowledged through the presenting of REF (Respect, Education and Friendship) awards at regular school assemblies. Pupils are provided with a very broad range of co-curricular and extra-curricular activities. A balanced programme of competitive and non-competitive sports are provided for all pupils and an extensive range of good quality resources are readily available to support teaching and learning in Physical Education. Commendably, pupils represent the school in a range of sporting events including Gaelic football, camogie, hurling, soccer, cross-country athletics and swimming.

Physical Education is integrated through the work in other subject areas. Literacy and numeracy skills, including subject specific language, are appropriately developed during physical activities. During daily recess breaks pupils are provided with equipment to encourage physical activity and senior pupils, who act as playground leaders, assist younger pupils in participating in games and in developing their social skills. Pupils have a good knowledge of famous local, national and international sports people and two members of the Special Olympics team visited the school to discuss their sporting achievements with the pupils. To develop pupils' appreciation of inclusion and sport for all, staff arranged for two class groups to visit the Irish Wheelchair Association and to play wheelchair basketball.

Teaching in Physical Education is of a very high standard. Teachers work together to devise learning opportunities for pupils across and beyond the curriculum. Lessons are well-structured, active and challenging. Teachers employ a wide range of appropriate teaching methodologies and lessons are clearly focussed on developing skills and on building self-esteem and confidence. Activities are appropriately differentiated to support pupils who have special educational needs or difficulty with movement, and suitable attention is given to health and safety during lessons. All teachers prepare a plan of work for Physical Education which details how all strands of the curriculum are implemented across the year and short-term planning outlines clear and measurable learning objectives. Commendably, teachers enable pupils to develop ownership and responsibility for their learning through encouraging pupils to set-up and organise lesson drills and activities.

A whole-school approach to the recording of pupils' progress in Physical Education is implemented in all classrooms. Teacher use a variety of strategies to assess pupils' learning, including observations and checklists based on curriculum objectives. In some instances records also include information about pupils' attitudes and their ability to work in teams. During many lessons observed teachers enabled pupils to discuss and assess their own performance. There is scope to extend these assessment-for-learning approaches consistently across the school and to develop pupil, peer and self-assessment practices. This would support pupils in reflecting on their own learning and in setting meaningful personal goals as a result of this reflection.

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

School planning is highly effective in developing pupils' learning in Physical Education. A contextualised, whole-school plan effectively guides progressive learning. A strong culture of continuous improvement underpins the work in the school and the principal has developed a strategic plan to support improvements across the curriculum, including targets for Physical Education. Teachers have also developed a comprehensive folder of resources to support the implementation of the curriculum at each class level. Opportunities to enhance learning experiences, for example through trips and tours, are identified and planned for. Equally, activities which augment learners' skills outside the classroom, for example cycle safety, are provided. Furthermore, planning for and participation in the *Active Schools* programme has impacted positively on pupils' learning and on the range of activities provided. Teachers identify and engage in professional development to meet the needs of the school and use results of pupil and parental surveys to inform improvement targets.

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

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 of Scoil Naomh Bríde would like to acknowledge this excellent curriculum evaluation. We are delighted at the recognition by the Inspectorate of the school's many strengths and particularly the very high standards achieved in the curricular area of Physical Education. We believe this curricular evaluation reflects the school's overall commitment to promoting a very positive culture of innovation, creativity and improvement across all aspects of teaching and learning in the school. The Board notes that the work undertaken by the school community to develop and implement a whole school approach to the teaching of Physical Education has been a great success. The report recognises the teaching and dedicated work of our staff and pupils. We wish our pupils, teachers, parents, board members and all those who comprise our enthusiastic and inspiring school community continued success and further curricular excellence.

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 school team will continue to develop and implement additional assessment-for-learning approaches to include pupil, peer and self-assessment across the whole school.