

An Roinn Oideachais agus Scileanna
Department of Education and Skills

DEIS EVALUATION

REPORT

School Name	Our Lady Immaculate Junior National School
School Address	Malahide Road Darndale Dublin 17
Roll number	19454U

Date of Evaluation: 07-11-2018



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

DEIS EVALUATION

In 2017, the Department published the DEIS (*Delivering Equality of Opportunity in Schools*) Plan. The aim of this plan is to ensure better educational outcomes for learners in schools from disadvantaged communities and to maximise the chances of every child getting the best possible opportunity to fulfil her/his potential in life.

Schools are expected to develop action plans for improvement in the following areas (referred to as the DEIS themes): attendance; retention; transitions; literacy; numeracy; partnership with parents; partnership with other schools and educational providers, and with external agencies. Post-primary schools are also expected to develop action plans for improvement in examination attainment.

The DEIS Evaluation model evaluates and reports on the school's action planning for improvement.

HOW TO READ THIS REPORT

During this inspection, the inspectors evaluated the school's action planning for improvement under the following headings:

1. DEIS action planning for improvement
2. DEIS themes

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.
4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.
5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017.
6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing).

8. Child protection records are maintained in a secure location.

The school did not meet the requirements in relation to 1 and 5 above and therefore was not fully compliant with the checks undertaken. However, the school has subsequently furnished evidence of compliance with these requirements.

INSPECTION ACTIVITIES

Dates of inspection	05/11/2018 – 07/11/18
Inspection activities undertaken <ul style="list-style-type: none">• Interview with principal and relevant staff• Examination of school's current action plans for improvement• Observation of DEIS-related activities and interventions	<ul style="list-style-type: none">• Parent focus-group interview• Analysis of parent questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and relevant staff

SCHOOL CONTEXT

Our Lady Immaculate Junior National School, Darndale, Dublin 17 participates in Band I of the DEIS action plan. It has the services of a full-time home school community liaison (HSCL) coordinator and participates in the School Completion Programme (SCP). At the time of the evaluation there were 230 pupils enrolled in the school.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

The key findings in relation to the DEIS action planning for improvement process in this school are the following:

- The quality of leadership and coherence of the action planning for improvement process is very good with a few areas for improvement.
- The quality of DEIS planning in literacy and numeracy is good; effective implementation of a range of strategies based on well researched programmes is in place to support pupils' learning at all class levels.
- Target setting in literacy and numeracy is not yet sufficiently aligned to trends that have been observed in recent years in pupils' attainment levels from first to second class.
- Teaching, as observed, in both literacy and numeracy lessons, is of a very good quality.
- The quality of the schools' DEIS action-planning processes in the areas of attendance, retention and educational transitions is very good.
- The quality of DEIS planning for developing partnership with parents, community and others is very good with very worthwhile benefits for pupils' learning.

RECOMMENDATIONS

Aspects of the DEIS action planning for improvement process that require development in this school include:

- Literacy and numeracy targets should be set in line with pupils' ability and their attainment levels with an increased emphasis placed on analysing pupils' progress towards the achievement of these targets.

DETAILED FINDINGS AND RECOMMENDATIONS

1. DEIS ACTION PLANNING FOR IMPROVEMENT

- The quality of leadership and coherence of the action planning for improvement process is very good with a few areas for improvement. The school's use of continuous professional development to support action planning for improvement is excellent. It engages with a wide range of well-researched programmes and interventions and has established very strong links with colleges of education. Consequently, a number of worthwhile programmes such *Mata sa Rang*, *Write to Read* and *Play to Learn* are embedded in teachers' practice to support learning. Leadership promotes a highly effective culture of collaborative teaching and learning practices. A strong emphasis is placed on discussion and reflection in order to establish the effectiveness of programme implementation; this is highly commendable.
- Measurable targets are set for first and second classes in both literacy and numeracy, based on a range of assessments. More recently, the school has identified the maintenance of attainment levels in literacy and numeracy from first to second class as being increasingly challenging. Commendably, they are reviewing their practice accordingly. As part of this review, targets should be reset in line with pupils' ability and attainment levels and an increased emphasis be placed on analysing progress. For pupils with particular learning needs, the use of a wider range of diagnostic tests is needed to ensure optimal learning.
- The school very effectively utilises the resources provided through DEIS. Internal spaces are optimised, classrooms are very well resourced and staff members are effectively deployed. In a focus group meeting, parents reported that the school makes every effort to provide fully for the education of their children and for the parents themselves as adult learners. The whole-school approach to classroom management is very effectively creating an affirming, ordered and secure learning environment for pupils. The school has a comprehensive suite of supports to improve pupil wellbeing that enables it to respond to their evolving needs.

2. DEIS THEMES

2.1 Literacy and Numeracy

Literacy

- The quality of DEIS planning in literacy is good. Targets have been identified to guide literacy and play-based provision at infant levels. These targets are positively impacting on achieving improvements in learning. Measurable targets are set for first and second class levels. However, further analysis of these targets is needed to ensure that they directly impact on improved outcomes for pupils. This analysis would purposefully enhance teachers' shared understanding of the relevance of targets for improving learning.
- Teaching, as observed in lessons, is of a very good quality. Teachers implement a range of strategies based on well-researched programmes to support pupils' learning at all class levels, very effectively. The resulting approaches to teaching and learning in both reading and writing are of a very good standard across classes levels. While oral language development is a feature of all lessons, its potential could be extended through a greater emphasis on facilitating pupils to engage in extended speech thereby furthering the attainment of literacy targets.

- Consideration should be given to extending in-class support provision at junior infant class levels to include support for literacy and play-based learning and the achievement of relevant targets.

Numeracy

- The quality of DEIS planning in numeracy is good. Very worthwhile programmes and initiatives are in place to guide children's learning in numeracy. The quality of teaching in the observed lessons, programmes and settings was of a very good quality and pupils engaged with enthusiasm and confidence. While measurable targets are set for first and second class levels, further analysis of these targets is needed to enhance the shared understanding of the relevance of targets for improving outcomes for learners. Targets are identified and reviewed on an-going basis to guide numeracy provision at infant levels.
- Worthwhile assessments of pupils' learning are undertaken throughout the year in all strand areas and clear and careful records are maintained of pupils' results. This data should now be purposefully used to monitor attainment levels and the impact of targets set in numeracy.

2.2 Attendance, Retention, Transitions

- The quality of the school's DEIS action-planning processes in the areas of attendance, retention and educational transitions is very good. A very effective attendance strategy is in place. The school sets out specific targets and establishes interventions linked to these targets. It adopts a very focused and systematic approach to promoting, recording and communicating pupils' attendance. It has a clear sense of levels of attendance by different groups of pupils and is endeavouring to respond to the needs of these groups with a range of appropriate actions. Staff members have a shared understanding of the extent to which good attendance is valued in the school.
- Parents, in a focus group discussion, also indicated their understanding of the importance placed on good attendance and of its direct impact on promoting positive learning experiences and outcomes for their children. The school's partnership approach to ensuring targeted interventions are in place is resulting in very good attendance levels, overall.
- Appropriate attention is given by the school to supporting retention. Educational transitions from pre-school and to senior school are very much focused, leading to positive experiences for children and pupils.

2.3 Partnership with parents and others

- The quality of DEIS planning for developing partnership with parents, community and others is very good and is generating worthwhile benefits for pupils' learning. Specific targets are set for improving partnerships with parents, community and others. The school supports and encourages parents in their role as their children's first educators. In questionnaires completed as part of the DEIS evaluation, parents agreed that their children were doing well in school and that the school welcomes parents.
- The school has been proactive in strategically sourcing community and other supports to enrich learning. It is also very successful in targeting such supports to best meet pupils' needs.

- School management works very effectively with personnel from the SCP and HSCL. Target pupils are identified and regular meetings are held to review, monitor and adjust supports to best meet their needs. It is evident that these supports are impacting positively on pupils' readiness to learn and their enthusiasm and confidence in learning.

Appendix

School response to the report

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

We believe in providing the best possible education for the children who attend our school and will continue to work on this through the inspiring leadership of our principal, the school management team and the work of a committed and dedicated staff. We will also continue to develop strong partnerships with our parents and the wider community – fully embracing the opportunities offered by community, voluntary and statutory agencies and businesses through their social responsibility programmes. Our school is a leader in relation to professional development and implementation of evidence based approaches to meet DEIS goals, which we are very proud of and committed to developing in the future.

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection

We will continue to set realistic and achievable targets in literacy and numeracy in line with pupils' ability and attainment, while holding high aspirations for our pupils so that when given equality of opportunity they will reach their full potential and experience success in their lives. On an annual basis we will set aside time for a deeper analysis of literacy and numeracy results – at whole school level – to inform planning for the following year.

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'/students' 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'/students' 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;