

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

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

**REPORT**

<b>Ainm na scoile / School name</b>	S N Baile Uí Ghiblin
<b>Seoladh na scoile / School address</b>	Ballygiblin Mitchelstown Co Cork
<b>Uimhir rolla / Roll number</b>	02114B

**Date of inspection: 06-02-2019**



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agus Scileanna**  
Department of  
Education and Skills

## **WHAT IS WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING?**

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

### **HOW TO READ THIS REPORT**

During this inspection, the inspectors evaluated and reported under the following headings or areas of enquiry:

1. The quality of pupils' learning
2. The quality of teaching
3. The quality of support for pupils' well-being
4. The quality of leadership and management
5. The quality of school self-evaluation

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; a response was not received from the board.

## **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 met the requirements in relation to each of the checks above.

## Whole-School Evaluation – Management, Leadership and Learning

<b>Dates of inspection</b>	<b>06-02-2019</b>
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Meetings with principal and in-school leadership team</li><li>• Meeting with representatives of the board of management</li><li>• Meeting with parent representatives</li><li>• Meeting with teachers</li><li>• Review of relevant documents</li></ul>	<ul style="list-style-type: none"><li>• Analysis of parent and pupil questionnaires</li><li>• Observation of teaching and learning</li><li>• Examination of pupils' work</li><li>• Interaction with pupils</li><li>• Feedback to principal, deputy principal and teachers, and to parent and board of management representatives</li></ul>

### SCHOOL CONTEXT

Ballygiblin is a rural, co-educational school which operates under the patronage of the Catholic Bishop of Cloyne. The school has 151 pupils distributed across six mainstream teachers. It has three full-time and three part-time special education teachers (SETs). Pupil attendance is good and attendance is monitored carefully.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The overall quality of pupils' learning is good and pupils display a positive attitude towards learning.
- Teaching is of a good standard overall with some very good practices noted; however, the organisation of support for pupils with additional learning needs requires review.
- There is scope to develop assessment practices in the school; the potential for diagnostic and pupil self-assessment to inform classroom practice has not been fully realised.
- The quality of pupils' well-being is a significant strength of the school; the school successfully promotes and facilitates the development of pupil voice and pupil leadership.
- The overall quality of leadership and management is good; school leaders recognise and address the evolving priorities of the school.
- The quality of school self-evaluation (SSE) is good; there is scope to monitor the implementation of agreed initiatives and to assess their impact on pupil learning outcomes.

#### RECOMMENDATIONS

- Assessment practices should be developed on a school-wide basis, with increased emphasis on the use of diagnostic testing, on assessment-for-learning and on pupil self-assessment strategies.
- A review of the current organisation of support should be initiated in accordance with the requirements of Circular 0013/2017, to optimise the use of available resources and to ensure that interventions have the maximum impact on pupil learning outcomes.
- The school should develop a mechanism to monitor the implementation of SSE initiatives and to assess the impact of school improvement programmes on pupils' learning.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. THE QUALITY OF PUPILS' LEARNING

The overall quality of pupils' learning is good. Pupils demonstrate an appropriate knowledge and understanding of key curricular concepts and content. They display positive dispositions towards their learning and were observed to show high levels of engagement and cooperation during learning activities.

The quality of learning in Mathematics is good overall and in most settings, pupils are facilitated to use concrete materials. Pupils display good knowledge of number facts, measures and shapes. It is advised that in-class initiatives be introduced to further develop the pupils' skills in mental maths and in problem-solving. Further analysis of attainment in standardised testing will assist in identifying and targeting skills and concepts to be developed in individual class settings.

Early literacy skills are well developed and supported through an intensive intervention in *Literacy Lift Off*. An appropriate range of books is available in all classrooms and good use is made of the novel to progress pupils' functional and comprehension skills. Pupils' writing in a range of genres is displayed throughout the school and the quality of free writing observed in infant classes is very good. Cursive handwriting is of a high quality although in a small minority of cases, further attention should be directed towards pencil hold.

Tá cáilíocht na foghlama sa Ghaeilge go maith ar an iomlán. I ranganna áirithe, tá bun struchtúir chainte, réimse foclóra, rainn agus amhráin á sealbhú go héifeachtach ag na daltaí. Tá béim fhiúntach ar Ghaeilge neamhfhoirmiúil sna seomraí ranga agus is léir go bhfuil dea-thionchar ag an obair seo ar ghnóthachtáil na ndaltaí. Moltar a thuilleadh béime a chur ar fhíorchumarsáid sa Ghaeilge agus deiseanna leanúnacha cainte a chruthú do na daltaí. *The overall quality of learning in Irish is good. In certain classes, pupils are acquiring a range of language structures, vocabulary, rhymes and songs effectively. There is a valuable emphasis on informal Irish in the classrooms and this is having a positive impact on pupil achievement. It is advised that further emphasis is placed on real-communication in Irish and on the consistent creation of speaking opportunities for pupils.*

Pupils enjoy a broad and balanced curriculum in Music and sing in a variety of genres. Their abilities and interests are nurtured successfully in Social, Environmental and Scientific Education. There is scope within the whole-school plans for both History and Geography to provide greater guidance for teachers on learning about and within the locality.

### 2. THE QUALITY OF TEACHING

Teaching is of a good quality overall with some very good practices noted. All teachers provide written preparation for lessons, although the quality of this preparation varies. They present stimulating, supportive learning environments and classroom displays are used effectively to consolidate and to celebrate pupils' learning. In some instances, there is potential to provide further opportunities for the pupils to collaborate in their learning.

Approaches to assessment vary and a more consistent whole-school approach is advised. Greater use should be made of assessment information, including regular collection and analysis of baseline data to track and monitor pupils' progress. This will guide more focussed differentiated teaching approaches in all learning settings. The more consistent use of pupils' support plans along with further use of diagnostic testing will be of benefit in this regard.

The overall quality of teaching for pupils with special educational needs is good, with excellent practice noted in some settings. Where practice was of a very high quality, targets set for individual pupils were specific, measurable and reflective of the recommendations of external professionals. Interventions are carefully selected to address identified learning and social needs and progress is consistently monitored. This very good practice in setting sufficiently specific targets for progression in learning should be extended throughout the provision for special education and throughout the school. Presently, two special education teachers (SETs) take responsibility for the teaching of core subjects, English and Mathematics in third class and sixth class contrary to Circular 0013/2017. SPHE is also taught in these classes by SET teachers. In accordance with the requirements of Circular 0013/2017, the school should review its organisation of support provision to optimise the use of available resources for pupils with special educational needs.

An extension of play based-learning methodologies along with a reduction in the number of textbooks and workbooks used in classrooms would further enhance the overall quality of learning throughout the school.

### **3. THE QUALITY OF SUPPORT FOR PUPILS' WELL-BEING**

The quality of support for pupils' well-being is very good. School leaders and teachers demonstrate a strong commitment to the holistic development of pupils. The school has a positive, inclusive learning environment. Pupil behaviour is well managed and the school is commended for the emphasis that it places on both the promotion of positive behaviour and on the use of restorative approaches to behavioural management.

The school places particular focus on the consistent implementation of a broad and balanced curriculum for SPHE. School leaders are praised for their current work on a comprehensive review of the school's policy on Relationships and Sexuality Education. Parents are supportive of the work of the school and an active parents' association plays a valuable role in fundraising and in co-hosting a range of school events. Communication between the home and school is of a good quality. Through parental questionnaires, parents report high levels of satisfaction with the school.

### **4. THE QUALITY OF LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is good. The board of management and the leadership team address a range of responsibilities in an effective manner. They respond to the evolving needs of the school.

The principal manages the school effectively and promotes positive relationships across the community. She encourages continued professional development among teachers and facilitates a sharing of learning at staff meetings. She works in close collaboration with a competent in-school leadership team who meet regularly to plan and progress improvement initiatives.

School leaders are praised for their success in promoting and facilitating the development of pupil voice, pupil participation and pupil leadership in the school. A health promoting student committee successfully encourages initiatives among the pupils. Representatives of the students' council were enthusiastic in outlining their roles and they provided an account of recent agendas and shared detailed minutes of their meetings during the evaluation.

The school regularly provides placements for student teachers. Such engagement in initial teacher education programmes is welcomed and is included among the standards of the Teaching Council's *Code of Professional Conduct for Teachers*, as it can provide valuable professional benefits for teachers, student teachers, pupils and the teacher education institutions.

#### **5. THE QUALITY OF SCHOOL SELF-EVALUATION**

The quality of school-self-evaluation is commendable. Previous priorities identified included a focus on improved capacity in problem-solving in Mathematics along with improved pupil disposition towards Mathematics. More recently, attention has been directed towards positive mental health and wellbeing and on increased physical activity through SPHE and PE. Targets set in the initial phase of SSE were informed by baseline data and these targets were, as a consequence, both specific and measurable. As the school continues to develop and refine improvement initiatives, it is advised that proposed actions are sufficiently evidenced based and that specific and measurable targets are set. A mechanism should be established to monitor both the implementation of agreed initiatives and the impact of these interventions on pupil-learning outcomes.

## 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 of quality 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 <b>very good</b> 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;