

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

REPORT

Ainm na scoile / School name	Ogonneloe National School
Seoladh na scoile / School address	Ogonneloe Scariff Co Clare
Uimhir rolla / Roll number	17563P

Date of Evaluation: 02-02-2017



WHAT IS A WHOLE-SCHOOL EVALUATION: MANAGEMENT, LEADERSHIP AND LEARNING?

Whole-School Evaluations – Management, Leadership and Learning report on the quality of teaching and learning and on the quality of management and leadership in a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of educational provision in the school.

HOW TO READ THIS REPORT

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

1. Teaching and learning
2. Support for pupils' wellbeing
3. School leadership and management

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.

Whole-School Evaluation – Management, Leadership and Learning Report

INSPECTION ACTIVITIES DURING THIS INSPECTION

Dates of inspection	31-01-2017 to 02-02-2017
Inspection activities undertaken <ul style="list-style-type: none">• Meeting with principal and deputy principal• Meeting with chairperson of the board of management• Meeting with parent representatives• Meeting with teachers• Review of relevant documents	<ul style="list-style-type: none">• Analysis of parent and pupil questionnaires• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to senior management team and teachers, and to parent and board of management representatives

SCHOOL CONTEXT

Ogonnelloe National School is a co-educational school situated in Ogonnelloe, Co. Clare. The school operates under the patronage of the Catholic Diocese of Killaloe. There are currently four mainstream class teachers in the school and three support teachers. Two of these support teachers are shared with other local schools. Enrolment has increased in recent years and 112 pupils were enrolled in the school at the time of the evaluation. The attendance levels for the majority of these pupils are very good.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- The overall learning achievements of pupils in literacy are good and in Mathematics are very good.
- The support provided for pupils with special educational needs (SEN) is of a good quality. The structure for the delivery of this support requires review.
- The overall quality of teaching in the school is good. Teacher planning and assessment practices require further development.
- School management fosters a successful culture of collaboration and creativity to promote improvement in pupils' learning.
- The parents' association provides very high quality support for the holistic development of pupils.
- The school has engaged successfully in the school self-evaluation (SSE) process.

RECOMMENDATIONS

- The structure of support provision for pupils with SEN should be reviewed to maximise differentiated support for all pupils and to ensure that learning programmes are aligned appropriately with pupils' learning needs.
- Teachers in all settings should record consistent short-term planning which outlines clear objectives for learning and provides for specific differentiation for pupils.
- Pupil-led assessment strategies should be further developed, at whole-school level, to support pupils in reflecting on their learning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE LEARNING ACHIEVEMENTS OF PUPILS

- The overall quality of pupils' learning achievements is good. Pupils experience a broad range of high quality curricular and co-curricular learning programmes. The majority of pupils can apply and transfer their learning confidently across a broad range of curricular areas and concepts.
- Pupils are making commendable progress in English. The implementation of whole-school strategies to improve pupils' oral language skills is supporting high quality vocabulary development in all settings. The introduction of *Aistear: the Early Childhood Curriculum Framework* to promote pupils' language development, through the medium of play, is praiseworthy. The majority of pupils read fluently and can express themselves competently and confidently in oral and written form.
- Tá gnóthachtáil na foghlama sa Ghaeilge go maith, ar an iomlán. Cuirtear béim éifeachtach ar ar an teanga labhartha agus ar scríbhneoireacht fheidhmiúil sa scoil. Forbraítear scileanna léitheoireachta na ndaltaí ar chaighdeán maith. Is inmholta mar a thugann an scoil tacaíocht do na tuismitheoirí bheith páirteach sa phróiseas foghlamtha. I suímh faoi leith, bhí raon leathan rann agus amhráin ar eolas ag na daltaí. Ní mór an dea-chleachtas seo a leathnú ar bhonn scoile uile.

The learning achievements in Irish are of a good quality, overall. An effective emphasis is placed on the development of oral language and functional writing in the school. Pupils' reading skills are developed to a good standard. It is commendable that the school supports the parents in being part of the learning process. In some settings, pupils had knowledge of a broad range of poetry and songs. This good practice should now be extended at whole-school level.

- Pupils' overall learning achievements in Mathematics are very good. Pupils in most settings are engaging collaboratively in high quality skill and concept development across the mathematics curriculum. The use of a broad range of concrete material and the school environment to support pupils' learning in Mathematics is highly commendable.
- The overall quality of support for pupils with SEN is good. The majority of the current provision involves the withdrawal of whole classes or individual pupils. In the lessons observed, the quality of the support ranged from satisfactory to very good. Where practice was of a very high quality, the learning programmes for pupils were differentiated appropriately and were aligned correctly with pupils' learning needs. Pupils' learning targets were clear and specific and targets were reviewed through on-going diagnostic testing. This highly effective practice should be extended across all SEN settings. The current structure of support for pupils with SEN should be reviewed at whole-school level to ensure learning programmes are aligned correctly with pupils' learning needs and to maximise provision for all pupils.

2. QUALITY OF TEACHING

- The overall quality of teaching is good. Teachers work collaboratively to develop learning programmes which support pupils' knowledge and skill development. Classroom environments are print-rich with very good quality displays of pupils' work across curricular areas. Teachers use information and communications technology (ICT) effectively to support learning. In questionnaires issued by the Inspectorate, almost all parents agreed that teaching is good in the school.
- Whilst teachers in all settings plan for learning, there was variance in the quality of the planning provided during the evaluation. Where high quality planning was evident, the teachers had consistently outlined clear objectives for lessons and provided for specific

differentiation of learning across pupil ability levels. This practice should now be implemented in all classroom settings.

- The overall quality of the teaching in English is good. The implementation of differentiated station-teaching strategies at junior and middle class level is highly commendable and is supporting the explicit development of phonics, vocabulary and fine motor skill development. Where exemplary practice was observed, teachers implemented guided reading strategies to improve pupils' reading and comprehension skills. Pupils' functional writing is being progressed incrementally at whole-school level. To build on this good practice, a more structured approach to the teaching of writing genres should now be implemented.
- The teaching of Mathematics is of a very high quality. During the lessons observed, teachers were focused on mathematical language, problem solving and mathematical skill development. The whole-school approach to promoting linkages across mathematical concepts is highly commendable. The use of mathematical games to support mathematical learning in some settings is praiseworthy and led to very successful pupil engagement in the lessons observed.
- Tá cáilíocht an teagaisc sa Ghaeilge go maith, ar an iomlán. Cuirtear béim an-éifeachtach sa scoil ar an gcur chuige cumarsáideach chun scileanna labhartha na ndaltaí a fhorbairt. Bhí comhtháthú maith idir na snáitheanna i bhformhór na gceachtanna. Múintear an ghramadach agus an scríbhneoireacht fheidhmiúil ar chaighdeán maith. B'fhiú anois béim níos treise a chur ar mhúineadh na scríbhneoireachta chruthaithigh sa scoil.

The quality of teaching in Irish is good, overall. Very effective use is made of the communicative approach in developing pupils' speaking skills. There was very good integration of the strands in the majority of lessons. Grammar and functional writing is taught to a good standard. It would be worthwhile now to put a stronger emphasis on the teaching of creative writing in the school.

- Assessment practices in the school are of a good quality. In the majority of settings, pupil progress is being monitored effectively in literacy and numeracy. Assessment of learning strategies are of a high quality and the analysis of whole-school assessment data to support school improvement planning is commendable. The school needs to further develop pupil-led assessment strategies to support pupils in reflecting effectively on their learning.

3. SUPPORT FOR PUPILS' WELL-BEING

- The quality of support for pupils' well-being is very good. The holistic development of pupils is being very successfully fostered in the school. Pupils engage in a wide variety of co-curricular and extra-curricular activities to enhance their understanding of the connection between school-based learning and learning in other contexts. Interactions between pupils and teachers are very respectful. The parents' association provides very valuable support to the school in promoting pupils' well-being. In questionnaires issued by the Inspectorate, almost all parents agreed that the pupils feel safe and are well looked after in the school.
- Pupil voice in the school is supported very effectively through the school self-evaluation (SSE) process and in co-curricular activities, such as the Green Schools and the Active Flag Programmes. Pupils are also engaged very effectively in relevant policy review in the school.
- Confirmation was provided that the board of management has formally adopted the *Child Protection Procedures for Primary and Post-Primary Schools* without modification and that the school is compliant with the requirements of the *Child Protection Procedures for Primary and Post-Primary Schools*.

4. LEADERSHIP AND MANAGEMENT

- The quality of school leadership and management is commendable. The board of management is properly constituted and each member of the board engages effectively in

their assigned roles. The board maintains the school building and resources to a very high standard. The board is highly committed to on-going improvement in learning and fosters teachers' professional development to support this priority. In questionnaires issued by the Inspectorate, almost all parents agreed that the school is well run. To further develop its communication with parents, the board should report more regularly to the parent body and issue an annual report on the operation of school.

- The in-school management team consists of a principal and a deputy principal. The principal provides high quality instructional leadership to the school. With the support of a competent deputy principal, she successfully promotes a culture of improvement, collaboration and creativity in learning. The in-school management team forges very high quality links with parents and with the wider school community to support pupils' learning in other contexts.

5. SCHOOL SELF-EVALUATION

- The school has engaged successfully in the school self-evaluation (SSE) process to date. School improvement plans have been published in both literacy and numeracy. All school partners have been consulted throughout the process and summary reports have been provided to the parent body. The evidence-gathering process for the third area has commenced and this process is linked to the provision of high quality co-curricular and life-long learning experiences for pupils.
- The school community is supporting the implementation of all three areas of improvement. There was evidence during the evaluation that the SSE process is impacting successfully on pupils' learning in classrooms.

CONCLUSION

The school's capacity to develop further is very good, given the clear focus of the whole-school community in promoting continuous improvement in teaching, learning and pupil well-being.

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 acknowledges the WSE-MLL Report which recognises and affirms the commendable leadership and management of the school, the dedication, diligence and hard work of the school staff, the active engagement of pupils, the very valuable support of the Parents Association and the work of the Board of Management at maintaining Ogonnelloe National School to a very high standard.

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 of Ogonnelloe National School welcomes and accepts the recommendation contained in this report. We will continue to build on the strengths as identified and endeavour to incorporate best practice for the whole school community.

1. 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 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 very good 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;