### Whole School Evaluation
Management, Leadership and Learning

### REPORT

<table>
<thead>
<tr>
<th>Ainm na scoile / School name</th>
<th>Scoil Íosagáin Boys Senior</th>
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<tbody>
<tr>
<td>Seoladh na scoile / School address</td>
<td>Aughavannagh Road</td>
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<td></td>
<td>Crumlin</td>
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<td></td>
<td>Dublin 12</td>
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<tr>
<td>Uimhir rolla / Roll number</td>
<td>17603B</td>
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**Date of inspection:** 03-04-2019
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 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.
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

Dates of inspection  01-04-2019 to 03-04-2019

<table>
<thead>
<tr>
<th>Inspection activities undertaken</th>
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<tbody>
<tr>
<td>• Meetings with principal and in-school leadership team</td>
<td>• Analysis of parent, pupil and teacher questionnaires</td>
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<td>• Meeting with representatives of the board of management</td>
<td>• Observation of teaching and learning</td>
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<td>• Meeting with parent representatives</td>
<td>• Examination of pupils’ work</td>
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<td>• Meeting with teachers</td>
<td>• Interaction with pupils</td>
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<tr>
<td>• Review of relevant documents</td>
<td>• Feedback to principal, deputy principal and teachers, and to parent, board of management and trustee representatives</td>
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SCHOOL CONTEXT
Scoil Íosagáin is a primary school under the trusteeship of the Edmund Rice Schools’ Trust and the patronage of the Catholic Archbishop of Dublin. It caters for the educational needs of boys from second to sixth class. The school is situated in Crumlin and participates in Delivering Equality of Opportunity in Schools (DEIS), the action plan of the Department of Education and Skills for educational inclusion. At the time of the evaluation there were eighty-seven pupils enrolled. Their attendance is very good overall. Current staffing consists of an administrative principal, five mainstream classroom teachers, four special education teachers, two of whom are shared with neighbouring schools, and two special-needs assistants.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS
• The quality of pupils’ learning is good; pupils’ ability to recall and communicate their previous learning shows scope for further development.
• Teaching is of a high quality; lesson structure, in some instances, does not sufficiently support consolidation of pupils’ learning.
• Support for pupils’ well-being is exemplary.
• Leadership and management of the school is of a very high standard.
• The quality of school self-evaluation is good overall.
• The principal, who plays a pivotal role regarding the provision of additional supports for pupils, provides outstanding leadership to the school.

RECOMMENDATIONS
• It is recommended that teaching and learning be further developed with a view to ensuring that regular opportunities are provided within lessons and throughout the course of particular programmes for pupils to revise, consolidate and effectively communicate their learning.
DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS’ LEARNING

- The quality of pupils’ learning is good. Pupils demonstrate good levels of engagement and participation in their learning. A majority of pupils surveyed during the evaluation indicate that they enjoy their lessons and learning.
- Pupils’ written work is commendably presented in the classroom environments and communal areas. They write across a range of writing genres to a good standard.
- Most pupils can talk on a range of topics covered in a broad way. However, a significant minority experience difficulty in elaborating on their learning. In order to systematically support the extension of pupils’ oral language skills, it is recommended that structured opportunities be provided within lessons and throughout the course of particular programmes for pupils to effectively communicate their learning.
- Pupils read at their instructional level and they demonstrate very high levels of interest in their personal reading programmes. In response to the Inspectorate survey, most pupils indicate that they are doing well at reading.
- Pupils can perform and recite some songs and some poetry. However, this aspect of their learning is not a strong feature. A specific repertoire of songs and poems, in Irish and English, should be acquired by pupils in each class, and should be documented in the relevant whole-school plans.
- Ar an iomlán, tá dearcadh dearfach ag na daltaí ó thaobh phoghlaim na Gaeilge de. Tá roinnt foclóra agus nathanna ar eolas acu. Is léir, áfach, go bhfuil easpa cumais agus muinín ag daltaí ó thaobh úsáid na teanga de, agus go bhfuil sé deacair orthu ceisteannta a chumadh. Ní mór sprioctheanga a bhaineann le gach téama den churaclair a roghnú go cúramach, a mhúineadh agus a mheas go rialta. Ba chóir dul chun cinn na foghlama soiléir a chintiú ó rang go rang, agus a chlárú sa phléithe ar fhillí sa scoil uile.

Overall, pupils are positively disposed to learning Irish. They have acquired a range of vocabulary and phrases. However, they lack confidence and competence in the use of language, and find it difficult to compose questions. Specific language relating to each theme of the curriculum needs to be carefully selected, taught, and regularly assessed. Clear progression of learning from class to class should subsequently be ensured and documented in the whole-school plan for Irish.

- Teachers’ classroom-based assessments indicate that pupils’ learning in Mathematics is of a consistently good quality. Some pupils in each setting are competent in using the subject-specific language of Mathematics. This should become a consistent learning outcome for all pupils.
- Pupils experience a broad and balanced curriculum. During the evaluation, interactions among pupils and between pupils and teachers were consistently positive, respectful and conducive to pupils’ well-being.
- Pupils experience some independent and collaborative learning tasks during lessons. While pupils can explain clearly the purpose of the learning tasks, learning experiences should be further utilised to ensure that they have regular opportunities to talk about their learning and to consolidate language.
- A wide range of additional learning programmes and supports is in place to support and enhance pupils’ learning outcomes and learning experiences.
2. THE QUALITY OF TEACHING

- Teaching in the school is of a high quality, with some very good aspects of practice observed in each setting. Teachers are highly effective communicators.
- Effective whole-class teaching, along with some judicious deployment of group work and pair work during lessons, are features of teachers’ practice. Greater consideration should be given to the pacing of lessons whereby pupils have more opportunities to learn collaboratively. Furthermore, pupils should be provided with more regular opportunities to consolidate their learning during lessons, and at regular intervals throughout the delivery of programmes.
- The quality of classroom management is very good. Most pupils report through the Inspectorate survey that their teachers talk to them about how to improve their work.
- Teachers’ planning is of a consistently high standard and linked very well to agreed whole-school practices.
- The quality of assessment in the school is very good. A wide range of assessment strategies is used to gather accurate information regarding pupils’ learning achievements.
- Teachers’ collaborative practice is a strength of the school. Whole-school approaches to teaching and learning are implemented effectively. Teachers foster links with external personnel and external agencies in providing meaningful learning experiences for pupils.
- Teaching for pupils with special educational needs is very supportive and appropriate to pupils’ learning needs. The Continuum of Support approach is used to design appropriate individual support plans, informed by the range of diagnostic assessment available.

3. THE QUALITY OF SUPPORT FOR PUPILS’ WELL-BEING

- The quality of support for pupils’ well-being is exemplary. A positive learning atmosphere prevails. All parents who responded to the Inspectorate survey agree that there is a good atmosphere in the school.
- A very good range of co-curricular and extra-curricular activities is provided, enhancing the pupils’ learning experience. Almost half the pupils surveyed indicate that they have a say in how things are done in the school. Pupils have opportunities to be part of the various school committees. The formation of a pupil council would further enhance pupils’ perceptions of their participation and experience of pupil voice and its impact on decision-making processes in the school.
- The work of the home school community liaison teacher, in conjunction with funding from the School Completion Programme, is very effective in fostering home-school communications.

4. THE QUALITY OF LEADERSHIP AND MANAGEMENT

- Leadership and management is of a very high quality.
- The board of management is correctly constituted and carries out its range of statutory duties effectively. The board has succeeded in creating a secure, welcoming learning environment for pupils. Members are very well informed regarding the work of the school.
- The principal provides outstanding leadership to the school community. She manages all aspects of the school’s provision very effectively and plays a pivotal role regarding the wide range of additional supports instituted for the benefit of pupils’ overall well-being.
- The school reported that it regularly provides placements for student teachers. Such engagement in initial teacher education programmes is welcome and is included among the
standards in 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 institution.

- The work of the in-school management team is highly effective in supporting the principal’s leadership and management of the school.
- The very active parents’ association supports the school through its involvement in a range of in-school activities.

5. THE QUALITY OF SCHOOL SELF-EVALUATION

- The quality of school self-evaluation is commendable. The DEIS plan contains a wide range of targets and actions in the areas of literacy, numeracy, attendance, retention and partnership with parents and others. Many of these are evident in classroom practice.
- The school’s capacity for further improvement is very good. Teachers’ collaborative practice and willingness to engage in professional dialogue was noted to be of a very high standard.
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 Scoil Íosagáin welcomes this very positive Whole School Evaluation report which highlights and affirms the dedication and commitment of the School Staff, Parents Association, In-School Management Team, Special Education Team and the Board of Management. The Board welcomes the findings with regard to the very high standard of leadership and management, the high quality of teaching and the exemplary standard of support for pupil wellbeing that exists in Scoil Íosagáin.

We believe the report captures the values and ethos of our school which places the child at the centre of all we do.

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 accepts the recommendation made in the report. It is the priority area for improvement in the 2019/2020 academic year. The practical suggestions to set up a Pupils’ Council and to have a list of poems and songs in both English and Irish for each class will also be implemented in 2019/2020.
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.

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