

**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>	Eiltín Naofa
<b>Seoladh na scoile / School address</b>	Lios Eiltín Co. Chiarraí
<b>Uimhir rolla / Roll number</b>	19461R

**Date of inspection: 24-01-2019**



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

## **WHAT IS WHOLE- 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 inspector 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.
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>	21-01-2019 to 24-01-2019
<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 of board of management</li> <li>• Meeting with teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Review of relevant documents</li> <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 board of management representatives</li> </ul>

### CONTEXT

Scoil Eiltín Naofa is a Catholic mainstream school situated in the village of Lisselton. There are 116 pupils enrolled in the school. Staff consists of five mainstream teachers and three education support teachers. A fourth education support teacher works in the school for five hours a week.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The overall quality of pupils' learning outcomes and experiences across the curriculum is good with scope to develop practices in literacy.
- The quality of teaching in all settings is good with some very good teaching observed; however, the organisation of support for pupils with additional learning needs requires review.
- There is scope to develop assessment practices in the school.
- Support for pupils' wellbeing is of a high standard.
- The overall quality of leadership and management is good with some scope to develop both leadership for learning and communication with parents.
- The quality of school self-evaluation is satisfactory.

#### RECOMMENDATIONS

- In English and Irish, a whole-school review of approaches to the teaching of literacy should be initiated with a view to ensuring continuity and progression in pupils' learning and to extending the range of activities provided to pupils to apply and develop their language skills.
- A review of the current organisation of support should be initiated to optimise the use of resources in accordance with Circular 0013/17, to inform classroom and school support initiatives and to ensure that planned interventions have the maximum impact on pupil learning outcomes.
- Pupil progress across the curriculum areas should be systematically recorded and assessment data should be utilised to inform teaching, learning and the organisation of support for pupils.
- The board should make renewed efforts to establish a parents' association and the school leadership team should place an increased emphasis on leading whole-school improvement.
- In continuing the school's re-engagement with the SSE process, the principal and deputy principal with the collaboration of the teachers, should oversee the successful implementation of the school improvement plan.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. THE QUALITY OF PUPILS' LEARNING

- The overall quality of pupils' learning outcomes and experiences across the curriculum is good.
- In the Arts and in Social, Environmental and Scientific Education, pupils are provided with regular opportunities to engage in meaningful activities which progress their learning. Participative teaching and learning approaches allow pupils to explore topics which are relevant to their lives and include creative and investigative approaches. Appropriate attention is placed on skills development and on an appreciation of the natural environment.
- In Social, Personal and Health Education lessons, a range of topics is effectively explored. In responses to questionnaires, almost all pupils indicate that they have learnt about different types of bullying. Almost all parents, in response to questionnaires, indicate that the school helps their child's social and emotional development.
- Pupils actively engage in a wide range of physical education activities and have a keen awareness of the importance of physical exercise.
- Learning in Mathematics is good overall. The majority of pupils display an understanding of number and place value and they are accurate at computation work. They discuss, analyse and solve a range of mathematical problems. Increased focus on oral and collaborative work to encourage the pupils to talk about what they are doing and to extend their mathematical thinking, is advised.
- Sa Gaeilge, cé go bhfuil scileanna éisteachta na ndaltaí forbartha ar leibhéal ard, níl an fhorbairt chuí ag teacht ar chumas teanga na ndaltaí ó rang go rang. Moltar iarrachtaí comhbheartaithe a dhéanamh chun cumas cumarsáide na ndaltaí as Gaeilge a fheabhsú. Léann formhór na ndaltaí le cruinneas agus le líofacht ach ní mór ábhar léitheoireachta breise a chur ar fáil dóibh. Tá cáilíocht na scríbhneoireachta sásúil i gcoitinne ach is gá deiseanna a thabhairt dóibh scríobh i seánraí éagsúla.
- *In Irish, although pupils' listening skills are well developed, their language ability is not developing appropriately from class to class. It is recommended that concerted efforts be made to improve the pupils' ability to communicate in Irish. The majority of pupils read with accuracy and fluency but there is a need to widen the range of reading materials with which they engage. Pupils' writing skills are satisfactory in general but they would benefit from opportunities to write in a range of genres.*
- Learning in English is satisfactory. The pupils demonstrate good receptive language skills and show competence and confidence in their use of language. Written work is very neat and handwriting skills are well developed. However, pupils experience a limited range of activities in English. They would benefit from increased access to a variety of reading materials, including age-appropriate texts and opportunities to write regularly in an extended array of genres. Pupils should be enabled to systematically apply acquired language skills to oral, reading and writing activities. It is recommended that a whole-school review of approaches to the teaching of literacy be initiated for both Irish and English. This review should focus on continuity and progression in pupils' learning and on extension of opportunities for pupils to develop and apply their language skills.

### 2. THE QUALITY OF TEACHING

- The quality of teaching in all settings is good with some very good lessons observed. Teachers use strategies such as modelling, structured discussion and guided practice very effectively to scaffold pupils' learning. They ensure that pupils master basic concepts and skills before moving on to the next steps of learning.

- All teachers prepare comprehensively for their lessons and in many settings, resources were skilfully used to support learning and to promote active participation. Teachers are advised, however, to place less reliance on commercial texts to determine the content and approach to lessons.
- High quality support is provided to pupils with additional learning needs. In education support settings, specific learning targets are outlined and lessons observed succeeded in progressing pupil understanding. However, there is significant scope to develop the organisation of support provided. Presently, two teachers take responsibility for the teaching of a core subject to pupils contrary to Circular 0013/17. Organised interventions need to be time-bound and based on an assessment of learning needs. The organisation of support merits review. This review should optimise the use of available resources, inform classroom and support initiatives and ensure that interventions implemented have the maximum impact on pupil learning outcomes.
- There is scope to develop assessment practices. While some good assessment strategies are used by individual teachers, whole-school approaches to the evaluation and analysis of learning outcomes lack rigour. It is recommended that pupil progress across the curriculum areas is systematically recorded. Assessment data should be utilised to inform teaching, learning and the organisation of support for pupils. Pupil self-assessment practices should also be progressed.

### **3. THE QUALITY OF SUPPORT FOR PUPILS' WELLBEING**

- Support for pupils' wellbeing is of a high standard. Interactions between teachers and pupils and among pupils are respectful and pupils were observed to work cooperatively with their peers. Productive links have been established with support agencies and with feeder schools. A wide range of policies has been ratified by the board to ensure the health and wellbeing of pupils and teachers report that these are implemented consistently. Commendable emphasis is placed on ensuring that pupils feel safe and well looked after in school and that they are provided with opportunities to engage in extra-curricular and co-curricular activities. There remains a need however, to ensure that all parents are aware of the implementation of the code of behaviour and of the policies published on the school website.

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

- The overall quality of leadership and management is good with some scope to develop leadership for learning and communication with parents. It is recommended that the board renew its efforts to establish a parents' association and reviews the manner in which the school communicates, consults with and shares information with parents.
- The board meets regularly, minutes of meetings are maintained and finances are prudently managed. School policies are regularly reviewed and ratified at meetings. The board is highly praised for the works undertaken to extend and improve the school building and grounds. The board should continue with its efforts to ensure pupil safety at assembly and dismissal times.
- The principal provides dedicated and committed service to the school and manages the day-to-day running of the school in a highly effective manner. He is ably assisted by the deputy principal who discharges her allocated responsibilities very effectively. In the interests of advancing the leadership of teaching and learning in the school, the leadership team should assume greater responsibility for identifying and leading whole-school improvement initiatives. Duties assigned to members of the leadership team should also be revised to reflect changing school priorities.
- The school regularly provides placements for student teachers. This engagement in initial teacher education programmes is highly praised and provides valuable professional benefits to teachers, student teachers, pupils and the teacher education institution.

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

- The quality of SSE is satisfactory. In the past, the school had identified areas of literacy and numeracy in need of development. However, the identification of these areas as priorities was not sufficiently evidence-based nor was the implementation of associated actions sufficiently monitored or evaluated. Consequently, the agreed actions were not successfully embedded in teachers' individual practice. In continuing the school's re-engagement with the SSE process, the principal and deputy principal with the collaboration of the teachers should oversee the successful implementation of the school improvement plan.
- Care should also be taken to ensure that all staff are familiar with the SSE process and that evidence informed self-evaluation is embedded into classroom routines with a focus on continually improving teaching and learning.

## 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;

# **Appendix**

**TO THE REPORT**

**Submitted by the Board of Management**



## **Part A Observations on the content of the inspection report**

The board of management of Lisselton national school welcome the positive feedback in the WSE-MLL Report.

The Board of Management is pleased that the report acknowledged:

- The overall quality of pupils' learning outcomes and experiences across the curriculum
- The quality of teaching that exists in the school
- The skillful use of resources to support learning and promote active participation
- The effectiveness of management and leadership in the school
- The standard of support for pupil's wellbeing
- The high quality support provided to pupils with additional learning needs

## **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 and staff of Lisselton national school have considered the key recommendations of the report and are currently working together to facilitate their effective implementation.

These include:

- A whole school approach to subject planning will be undertaken in English and Gaeilge to ensure continuity and progression in pupils' learning. As part of this, the school intends to make an investment in graded readers
- A collaborative approach will be taken to thematic planning
- A review of the current organisation of school S.E.N. support
- The further use of assessment data to inform teaching and learning. To facilitate this, we will carry out a review of our assessment policy
- Review efforts to establish a Parents' Association
- Continue engagement with the S.S.E. process and implement the school improvement plan fully and effectively
- Incorporate our agreed actions for school planning to enhance the quality of teaching and learning