

An Roinn Oideachais agus Scileanna

Department of Education and Skills

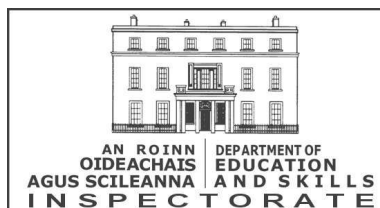
**Whole School Evaluation
Management, Leadership and Learning**

REPORT

**Forgney National School
Cloncallow, Ballymahon, Co Longford.**

Uimhir rolla: 00860D

Date of inspection: 15 October 2013



Whole-School Evaluation – Management, Leadership and Learning Report

Introduction

A Whole-School Evaluation – Management, Leadership and Learning (WSE - MLL) was undertaken in Forgney NS in October 2013. This report is based on a selection of lessons observed in a range of learning settings in the school, interaction with pupils and review of their work, meetings with the principal and with board and parent representatives, completed parent and pupil questionnaires, and a selection of school documents. 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.

Forgney NS is a two-teacher primary school operating under the patronage of the Catholic Bishop of Meath. The school is located in temporary accommodation pending planning for a new building. There are thirty pupils enrolled in the school this year and attendance rates are very good for almost all pupils.

The school has **strengths** in the following areas:

- A well-informed and committed board of management provides valuable support for the work of the school.
- The school enjoys the support of an active parents' association and home-school relationships and communications are very good.
- Teachers manage their classrooms very effectively and there is a caring, co-operative atmosphere in the school.
- Very good collaboration is evident between the principal and the special duties teacher in the sharing of important curricular, administrative and pastoral duties.
- Literacy teaching in English is good, especially in relation to sight vocabulary and word-attack skills.
- The quality of support teaching provided for pupils with special educational needs is very good.

The following **main recommendations** are made:

- Moltar béim sa bhreis a chur ar chothú scileanna cumarsáide na ndaltaí sa Ghaeilge trí bhriathra coitianta agus Gaeilge neamhfhoirmiúl a mhúineadh go córasach tríd an scoil. *Greater emphasis should be placed on developing pupils' communication skills in Irish through teaching of common verbs and informal Irish incrementally throughout the school.*
- Teachers' short-term classroom planning should outline intended learning outcomes very clearly through the identification of specific objectives and planning for differentiation.
- In future reviews of whole-school planning and self-evaluation, the teachers should focus on customising curricular plans to the school context and on identifying how the local environment can become a resource for teaching and learning.

Findings

1. The learning achievements of pupils

- The overall learning achievements are good and most pupils report that they enjoy their lessons and learning.
- Overall achievements in Mathematics are good and most pupils can recall mathematical facts, compute with accuracy and solve age-appropriate problems logically.

- Most pupils achieve good standards in English reading and their oral and written responses are of a good quality.
- Cé go léiríonn na daltaí dearcadh dearfach i leith na Gaeilge, téann sé dian ar chuid acu comhráithe nadúrtha a dhéanamh trí Ghaeilge. While pupils show positive attitudes to Irish, some of them find it difficult to converse naturally in Irish.
- Pupils engage meaningfully in Science and Drama activities to explore important social, scientific, personal and health issues.
- Outcomes for pupils with special educational needs are very good and these pupils are affirmed and supported effectively in their learning.

2. Quality of teaching

- The overall quality of teaching in the school is competent and some very good lessons were observed. All teachers demonstrate proficient teaching skills. They use resources frequently to assist discovery learning among pupils and they provide collaborative and active learning opportunities which enhances learning in Mathematics and Science.
- While all teachers provide written planning for their teaching, their short-term classroom planning should outline intended learning outcomes very clearly through the identification of specific objectives and planning for differentiation.
- Literacy teaching in English is good, especially in relation to sight vocabulary and word-attack skills.
- D'fhéadfaí cáilíocht an teagaisc sa Ghaeilge a fheabhsú le béim sa bhreis a chur ar chothú scileanna cumarsáide na ndaltaí sa Ghaeilge trí bhriathra coitianta agus Gaeilge neamhfhoirniúl a mhúineadh go córasach tríd an scoil. *The quality of teaching in Irish could be improved by placing greater emphasis on developing pupils' communication skills in Irish through teaching of common verbs and use of informal Irish incrementally throughout the school.*
- The quality of support teaching provided for pupils with special educational needs is very good. Specific learning priorities and targets are identified through reference to assessment data, professional recommendations and collaboration with staff and parents. Teaching methodologies are carefully matched to the pupils' learning styles and needs.

3. Support for pupils' well-being

- Classrooms are managed very effectively and a caring, co-operative atmosphere is palpable in the school.
- The school enjoys the support of a well-informed and active parents' association and home-school relationships and communications are very good.
- While the majority of support teaching for pupils with special educational needs is provided on a withdrawal basis, some in-class interventions are implemented to enhance pupils' inclusion in mainstream classes.
- 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

- A well-informed and committed board of management provides valuable support for the work of the school. The board is aware of pupils' educational achievements and the school's legal and policy responsibilities.
- The principal communicates a shared vision for the school, aspiring to high expectations for pupil achievement and welfare. Very good collaboration is evident between the principal and the special duties teacher in the sharing of important curricular, administrative and pastoral duties.

5. School Self-evaluation

- While some earlier school reviews have been undertaken, the school is at an early stage of the formal school self-evaluation process.

- Teachers use reliable assessments effectively to evaluate and report on the learning achievements of pupils. This data, together with questionnaire results is currently being analysed to create baseline data to establish targets and an improvement plan for numeracy.
- Future reviews of whole-school planning should focus on customising curricular plans more closely to the school context and on identifying how the local environment can become a resource for teaching and learning.

Conclusion

The school's capacity to develop further and engage in school improvement is good, as evidenced by improvements made in response to a previous inspection and the school's initial steps in school self-evaluation. Success in implementing the recommendations of this report will depend on strong leadership and attention to specific evidence gathered in the school's own context.

Appendix

School response to the report

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

Our Board of Management and School Staff welcome our positive school inspection report. It affirms the work we are doing and acknowledges the positive atmosphere in our school. We are also delighted the report recognises the high quality of teaching and learning in our school. Our Board also appreciates the high satisfaction rate among parents and children as indicated by questionnaire responses. We wish to thank our Board of Management, School Staff, Parents and Children for their commitment to our school.

Area 2 Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection

The Board and School Staff are working together to implement the findings and recommendations in our report. These recommendations will be addressed in the Context of Continual School evaluation. Recommendation one has already been implemented and we are at present reviewing our Short Term planning.