

An Roinn Oideachais agus Scileanna

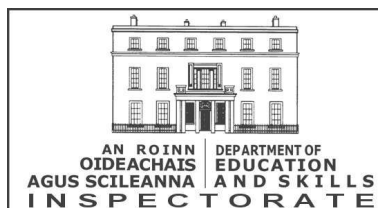
Department of Education and Skills

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

REPORT

**SN Ronáin Naofa
Cloonloo, Co. Roscommon
Uimhir rolla: 12767G**

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 SN Ronáin Naofa 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 examination of 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.

SN Ronáin Naofa is located in the village of Cloonloo, seven kilometres from Boyle, County Roscommon. It has a current enrolment of twenty-five pupils. The school has two mainstream class teachers and two shared learning-support and resource teachers, neither of whom is based in the school. At the time of the evaluation the resource-teacher position was being filled. The school had an incidental inspection in October 2012.

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

- The school has a very inclusive ethos.
- Pupils and teachers make very effective use of information and communication technology.
- The quality of home-school communication is very good. Parents are very supportive of the school.
- The writing process is promoted across the school with high quality displays of pupils' work.
- The quality of planning by mainstream class teachers is very good.
- The overall quality of teaching, learning and pupil achievement is good.

The following **main recommendations** are made:

- The school's learning-support provision should be reviewed to promote best practice in the areas of individual planning, assessment, teaching approaches, pupil engagement and mastery of skills and concepts.
- Reading and writing tasks should be presented in line with pupils' ability rather than their class groups to maximise their outcomes.
- Sa Ghaeilge, moltar an scríbhneoireacht cruthaíocht a chur chun cinn sna hardranganna. *In Irish, it is recommended that creative writing be promoted in the senior classes.*
- Pupils' social and self-management skills should be further developed through a more rigorous adherence to classroom rules.

Findings

1. The learning achievements of pupils

- The overall quality of pupils' learning achievements is good. During the evaluation most pupils could answer questions effectively across the curriculum. Pupils' work samples show that most have achieved mastery of specific concepts and skills. It is imperative that pupils who do not achieve such mastery are monitored and further supported in their learning.
- Learning outcomes in numeracy and in literacy, both English and Irish, are good. Many pupils show a year-on-year improvement in standardised assessments. To improve individual pupil outcomes, differentiated programmes should be implemented where necessary. The writing process is promoted with effective use of information

and communication technology. The production of class books and attractive writing displays celebrate pupils' outcomes. There is, however, a need to ensure that the presentation of pupils' work in copies is of a higher standard and that senior pupils are encouraged to use cursive writing consistently. Sa Ghaeilge, moltar an scríbhneoireacht cruthaíocht a chur chun cinn chun sna hardranganna agus na haimsirí a mhúineadh i gcomhthéacs cumarsáide. *In Irish, it is recommended that creative writing be promoted in the senior classes and that tenses be taught in a communicative context.*

- The progress of pupils with special educational needs could not be reliably evaluated. Target setting in individual education plans (IEPs), individual profile and learning programmes (IPLPs) and group learning plans is currently ineffective. There is inadequate assessment and recording of progress for pupils in receipt of learning support. This requires immediate review.

2. Quality of teaching

- The overall quality of teaching in the school is good. Some very effective practices were observed in individual settings but these were generally not of a whole-school nature. Current literacy initiatives in the school are producing very good outcomes. The quality of preparation by class teachers is very good. Class teachers use a wide range of assessments. These results should be used to inform future planning and teaching.
- The quality of teaching provided for pupils with special educational needs varied significantly from poor to very good. One teacher varies the structure, pace and activities of lessons very effectively to support individual pupils. Teachers in support settings should review the structure of their planning and should create appropriate learning environments. Their approaches should link to pupil strengths and interests. It is necessary for teachers in support settings to engage in appropriate continuing professional development.

3. Support for pupils' well-being

- The school has a very inclusive ethos. This is evident in the school's enrolment policy and in the quality of pupil-pupil interactions.
- The quality of pupil management varied from poor to very good. It is imperative that all teachers model respect and patience in their interactions with pupils. A clearer adherence to classroom rules in senior classes would support pupils in developing more appropriate social and self-management skills.
- The school is compliant with child protection requirements.

4. Leadership and Management

- The quality of the work of the board of management is good. Board members are informed on different aspects of school life. It is recommended that the board ratify policies regularly to ensure adequate discussion of their content. Following this evaluation the board should review certain practices. This should include annual certification of school accounts to meet the requirements of the Education Act.
- The quality of leadership and management of the in-school management team is good. There is a sense of shared leadership between the principal and deputy-principal. It is recommended that the duties of the in-school management team have a greater focus on teaching and learning and reflect the targeted areas of the school's self-evaluation agenda.

5. School Self-evaluation

- The quality of school self-evaluation is good. The school has devised a school self-evaluation report and a school improvement plan, both of which have been shared with the school community. The staff has established procedures to support the monitoring and implementation of targets. However, there is a need for a clearer understanding of assessment procedures to enable results to be used effectively as an evidence base for specific targets.

Conclusion

The school's capacity to **engage in school improvement** is good. Staff members are open to professional dialogue and to school improvement. Both classroom teachers have implemented recommendations made during a previous incidental inspection. The principal will need to ensure that a very clear understanding of the learning-support guidelines exists and that best practice in the area of special education is implemented in order to support, develop and monitor work in this area.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1 Observations on the content of the inspection report

The Board of Management of St. Ronan's N.S., Cloonloo, welcomes the publication of our WSE-MLL report. The document provides us with a very clear account of our strengths and challenges and will be of great assistance to us in School Self-Evaluation and future planning. The results of the surveys from parents and pupils were very positive and heartening.

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 welcomes the recommendations and has begun the process of implementing these in detail.

- Our learning support provision will be reviewed as per the learning support guidelines and teachers involved will engage in the appropriate professional development.
- We have already begun the process of introducing an individualised reading programme
- Cursive writing will become the norm from 4th class upwards.
- The remaining findings of the inspection are being examined carefully and will be implemented fully.