

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
REPORT

Glasnevin NS
Botanic Ave., Dublin 9
Uimhir rolla: 14980Q

Date of inspection: 24 March 2011



1. Introduction

Glasnevin NS operates under the patronage of the Church of Ireland Archbishop of Dublin. At the time of the evaluation, 62 pupils were enrolled in the school. Enrolment levels are stable and pupils' attendance levels are high. The board of management of the school was given an opportunity to comment on the findings and recommendations of the report; the board chose to accept the report without response.

2. Summary of Findings and Recommendations for Further Development

The following are the **main strengths** of the work of the school:

- The school is managed capably by a committed and effective board of management.
- The instructional and organisational leadership provided by the principal and deputy principal is of a high quality.
- School planning processes are well developed and inclusive, and arrangements are in place for the recording of individual pupils' progress in a thorough and diligent manner.
- The range and quality of resources provided for teaching and learning, in both mainstream and support settings, is praiseworthy.
- Teachers use a stimulating and varied range of effective teaching methods to facilitate purposeful engagement by pupils in well-planned lessons.
- The levels of pupil achievement in English are high.
- The school's mechanisms for record keeping and analysis are exemplary.
- There is a strong sense of collaboration and a vision for the school which is shared by members of the school community.
- The management of pupils is of a very high standard, and pupils' behaviour towards their peers, their teachers and others is highly commended.

The following **main recommendations** are made:

- In order to further enhance the teaching of Irish in the school, the school should develop strategies for the assessment of pupils' progress in each curriculum strand.
- As the school develops the use of information and communications technology for teaching and learning, consideration should be given to providing more frequent opportunities for pupils in all classes to use computers.

3. Quality of School Management

- The school is managed capably by a committed and effective board of management. The board is proactive in the development of school policies and facilitates the involvement of members of the school community in the planning process. Board members perform their duties diligently. The board's finances are managed prudently and detailed and appropriate records are kept of board meetings and of decisions taken.
- The instructional and organisational leadership provided by the principal and deputy principal is of a high quality. The principal leads the school planning process in a perceptive and judicious manner. She fosters a strong sense of collaboration and her vision for the school is shared by members of the school community.
- The range and quality of resources provided for teaching and learning, in both mainstream and support settings, is praiseworthy.
- The management of pupils is of a very high standard, and pupils' behaviour towards their peers, their teachers and others is highly commended.

4. Quality of School Planning and School Self-evaluation

- School planning processes are well developed and inclusive. The involvement of parents' representatives in the planning process is welcomed and encouraged. A full range of organisational and curriculum policies has been developed and all policies are reviewed regularly and adjusted as required.
- Self-evaluation by the school of the effectiveness of its planning processes contributes to the continuous refinement of school policy. An action plan guides the review process efficiently and ensures that each aspect of curriculum and organisational planning is kept up to date.
- Classroom planning is of very good quality. Teachers prepare detailed long-term and short-term written plans for each area of the curriculum. Very good provision is made for differentiation of learning activities in order to ensure that pupils are set learning tasks at appropriate levels of difficulty. Each teacher keeps a detailed progress record which outlines work completed each month.
- School authorities provided evidence that, in compliance with Primary Circular 0061/2006, the board of management has formally adopted the Department's *Child Protection Guidelines for Primary Schools*. Evidence was provided to show that these child protection procedures have been brought to the attention of management, school staff and parents; that a copy of the procedures has been provided to all staff (including all new staff); and that management has ensured that all staff are familiar with the procedures to be followed. A designated liaison person (DLP) and a deputy DLP have been appointed in line with the requirements of the guidelines.

5. Quality of Teaching, Learning and Pupil Achievement

- Déantar ionchur chuí teanga le linn ceachtanna Gaeilge i ngach rangsheomra agus sonraítear úsáid rialta á baint as an teanga go neamhghoirmiúil lasmuigh de cheachtanna Gaeilge. Leagtar béim inmholta ar úsáid chumarsáideach na teanga agus eagraítear gníomhaíochtaí foghlama oiriúnacha chun scileanna éisteachta, labhartha, léitheoireachta agus scríbhneoireachta na ndaltaí a fhorbairt. Léiríonn na daltaí cumas an-mhaith labhartha agus léitheoireachta. Déanann siad cleachtaí éagsúla scríbhneoireachta agus éiríonn leo a smaointe a chur in iúl go héifeachtach. Tá scóip ann

le breis samplaí de scríbhneoireacht phearsanta na ndaltaí a chur ar taispeáint. Chun cur leis an dea-chleachtas a breathnaíodh ó thaobh múineadh na Gaeilge de, moltar go bhforbrófaí straitéisí chun dul chun cinn na ndaltaí a mheas thar na snáitheanna curaclaim uile.

- *Appropriate language input is given during Irish lessons in each classroom and it is noted that regular informal use is made of the language outside of Irish lessons. Commendable emphasis is placed on the communicative use of the language and suitable learning activities are designed to develop pupils' listening, speaking, reading and writing skills. Pupils have very good speaking and reading ability. They complete a variety of writing activities and they succeed in presenting their ideas effectively. There is scope for displaying more samples of pupils' personal writing. To build on the good practice observed in the teaching of Irish, it is recommended that strategies be developed to assess pupils' progress in each of the curriculum strands.*
- In English, a comprehensive programme for the development of pupils' oral language, reading and writing skills is followed throughout the school. A rich variety of texts and other resources is provided and is used well during lessons, which are well structured and stimulating. Oral language development is promoted through the use of discrete activities and through prudent use of integration with other curriculum areas. Effective guided reading strategies are used well to foster the development of reading skills and pupils write in a variety of genres and for a range of purposes. The quality of pupils' written work, both in their copybooks and in displays throughout the school, is particularly noteworthy. The levels of pupil achievement in English are high.
- The Mathematics programme in the school covers each curriculum strand. Teachers place suitable emphasis on pupils' use of manipulatives and there are frequent opportunities for pupils to engage in purposeful hands-on activities which serve to develop their understanding of mathematical concepts. Appropriate attention is paid to developing pupils' competence in mental mathematics. Pupils are taught effective strategies for problem solving in mathematics. Lesson content is linked to the experience and environment of the pupils. Classrooms are mathematics-rich environments and displays help to consolidate pupils' learning. Assessment is regular and focused, and pupils' progress is monitored carefully.
- Teaching and learning in History is of a high quality. A broad programme is planned, ensuring that pupils experience each strand of the history curriculum during their time in school. Timelines are used very well to develop a sense of chronology. Resources are used effectively to develop pupils' ability to work as historians. Photographs, artefacts and teacher-made materials are utilised to engage pupils during stimulating lessons. The planned learning activities are appropriate and suitably challenging for each class group. Teachers recognise the richness of the school's locality as a resource for the teaching of history. They make very good use of buildings and historical documents for project work on local history, and as springboards from which to explore aspects of national and international history. The school makes very good use of visitors with expertise in local history to give talks to the pupils.
- The overall quality of teaching in the school is of a very high standard. Lessons are well planned, a broad variety of stimulating resources is used very effectively, and teachers use a diverse range of teaching methodologies to good effect. Pupils engage readily in their learning and they work well collaboratively to complete assigned learning tasks. Teachers monitor pupils' progress carefully and learning outcomes in each curriculum subject observed during the evaluation are commendable. Computers and interactive whiteboards are used as effective aids to lesson presentation. As the school develops the use of information and communications technology for teaching and learning, pupils in all

classes should be given more frequent opportunities to use computers to research and to present their work.

6. Quality of Support for Pupils

- The Special Education team in the school works in a collaborative and effective manner to meet the needs of pupils with special educational needs and pupils for whom English is an additional language. Planning for pupils is individualised and is targeted on addressing pupils' identified specific learning needs. Realistic targets are set for pupils and regular reviews of individual plans ensure that interventions focus on priority learning needs. Additional support is provided through the withdrawal of individuals and groups. Learning activities are stimulating and pupils access a wide range of resources.
- The school's mechanisms for record keeping and analysis are exemplary. Pupils' progress is tracked systematically as they progress through the school. This practice facilitates the early recognition of difficulties and allows for the provision of suitable support as required. Appropriate arrangements are in place for the involvement of external agencies and expertise in the devising and provision of targeted intervention programmes.