

An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Whole School Evaluation
REPORT**

**Lindsay Road National School
Glasnevin, Dublin 9.
Uimhir rolla: 16177F**

Date of inspection: 19 September 2011



**AN ROINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS SCILEANNA | AND SKILLS**

1. Introduction

Lindsay Road National School caters for pupils from junior infants to sixth class. The school is under the patronage of The Lindsay Road National School Committee (Presbyterian). Currently, there are eighty-one pupils in the school and attendance levels are very good. The board of management 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.

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 by a committed and dynamic board of management.
- The school benefits from the dedicated leadership of the principal and in-school management team.
- The quality of teacher planning is good.
- A warm and nurturing school atmosphere exists where pupils are encouraged and challenged to do their best.
- Teachers present their lessons in a lively, structured and stimulating manner.
- The quality of pupils' work is very good.
- Support for pupils with special educational needs is delivered in a warm, affirming and engaging manner.

The following **main recommendations** are made:

- It is recommended that the school examine approaches to broadening the use of in-class support techniques.

3. Quality of School Management

- The board of management operates in a committed and dynamic manner. Meetings are held regularly with minutes being taken. School accounts are audited annually and financial reports are presented at all board meetings. The board's priorities include the support of teaching and learning, the provision of resources, the maintenance of school accommodation and the strategic management of the school's development in the future.
- The in-school management team operates in a collaborative and concerted manner. The team meets regularly, largely on an informal basis. Duties are clearly delineated and are reviewed periodically. The new school principal sets about her duties in a focused, strategic and reflective manner.
- Classrooms and the general school environment are presented in a neat, colourful manner. The school has recently commenced a review of its curriculum and organisational resources. Data from pupils' questionnaires indicate that there is potential for providing them with more opportunities to use computers. It is recommended that the board of management review resource provision in this regard.
- The management of pupils in this school is of a very high standard. Effective procedural and operational practices are in place which create an organised atmosphere where

pupils are both content and courteous. The respectful and affirming manner in which teachers interact with pupils greatly supports this atmosphere.

- Parents are frequently apprised of school activities via memos, fliers, text-a-parent services and newsletters. Parent-teacher meetings are held in the first term of each academic year and parents also receive an annual written report on their children's progress. The school is supported by an active and committed parents' association which provides valuable assistance including financial and organisational support. Data from the parents' questionnaires indicate that a high proportion of them think that 'teaching is good in the school' and that 'overall they are happy with the school'.

4. Quality of School Planning and School Self-evaluation

- The quality of school planning is good. The teachers and board work collaboratively to design and develop school policies. It is recommended that greater involvement of parents be elicited in devising policies. Curricular plans are detailed and are clearly laid out. Well-structured organisational plans are also in place. As part of its self-evaluation processes, the school periodically reviews these policies. It is recommended that all policies have a date of ratification.
- All teachers write clear and focused short and long-term plans providing a sequential and progressional outline of the content to be covered. In some instances, there is potential for the further delineation of differentiation practices in plans. Monthly reports are carefully written and clearly indicate the content covered.
- 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*.

5. Quality of Teaching, Learning and Pupil Achievement

- Leagann na múinteoirí béim inmholta ar shuim agus ar mheas na ndaltaí i leith na Gaeilge a chothú agus a fhorbairt. Sna ranganna go léir, cuirtear béim ar an gcur chuige cumarsáideach agus úsáideann na hoidí an Ghaeilge mar theanga theagaisc agus mar theanga bhainistíochta. I gcásanna áirithe is féidir níos mó úsáid a bhaint as Gaeilge neamhfhoirmiúil le linn an lae. Úsáidtear teagasc ranga, teagasc grúpa, agus obair bheirte. I gcásanna áirithe, moltar úsáid níos forleithne a bhaint as an obair bheirte. Baineann na hoidí úsáid éifeachtach agus chruthaitheach as acmhainní, cluichí teanga, drámaí beaga agus rólimirt chun scileanna teanga a fhorbairt agus chun deiseanna labhartha a thabhairt do na daltaí. Ceanglaítear ábhar na gceachtanna le saol na bpáistí agus dá bharr sin mealltar iad chun cainte. Léiríonn na daltaí saibhreas teanga. Leagann na hoidí béim inmholta ar rainn bheaga, ar fhilíocht, scéalta agus amhráin agus is léir go mbaineann na daltaí taitneamh astu. Déantar an léitheoireacht agus an scríbhneoireacht a nascadh go cumasach leis an obair ó bhéal. Léann na ndaltaí go cruinn agus scríobhann siad go cumasach i réimsí éagsúla.
- *Teachers place commendable emphasis on developing and nurturing pupils' interest and respect for Irish. In all classes, emphasis is placed on the communicative approach and teachers use Irish as the language of instruction and a language of management. In some instances, informal Irish could be used more frequently throughout the school day. Whole class teaching, group teaching and pair work are used by teachers. In some instances, it is recommended that pair work be used to a greater extent. Teachers make effective and creative use of resources, language games, mini dramas and role play to*

develop language skills and to provide the pupils with language speaking opportunities. Lesson content is connected to the life of the pupils and because of this pupils are enticed to converse. Pupils reveal a richness of language. Teachers place commendable emphasis on short rhymes, poetry, stories and songs and it is evident that pupils enjoy them. Reading and writing are integrated capably with oral work. Pupils read with accuracy and they write capably in a range of genres.

- The quality of teaching and learning in English is very good. The development of pupils' reading, writing and oral skills is specifically addressed by all teachers in both integrated and discrete contexts. Pupils engage in oral work with enthusiasm and collaborative learning and pair work are employed to good effect. Pupils reveal a keen interest in reading and they discuss with passion, stories and novels they are reading. Pupils' reading skills are proactively developed in all classes, with a strong focus on phonological and word-attack skills. Poetry is integrated creatively with many other aspects of the curriculum. Pupils' writing skills are developed effectively with suitable emphasis on the writing process and on providing pupils with opportunities to write in a variety of genres.
- Pupils are making very good progress in Mathematics. Lessons are well structured and paced, placing very good emphasis on mathematical language and the memorisation of number facts. Content is linked to the pupils' life experiences and is frequently integrated with other curriculum areas. Pupils are provided with suitable opportunities to use concrete resources, with collaborative learning exercises being employed where appropriate. Teachers actively monitor pupils' progress during lessons, providing guidance where required. Suitable provision is in place for the development of problem-solving skills, with pupils being encouraged to discuss problems and on occasion to design their own problems. Good differentiation practices are in operation.
- Pupils display a keen interest in Science, engaging in lessons with enthusiasm and curiosity. Content is effectively linked to their life experiences and frequently linked with other aspects of the curriculum such as Mathematics and English. Lessons make creative and effective use of concrete resources and collaborative learning, facilitating hands-on learning, discussion and investigative opportunities for the pupils. The school plan for Science is clear, but should be revised to present content in two-year cycles and to delineate more specifically the use of science trails.
- In the four curriculum areas evaluated, pupils were stimulated and engaged by lesson content. Teachers deliver their lessons in a lively, enthusiastic and structured manner, making very good use of resources, most notably ICT. A range of teaching methods is employed. It is evident that pupils take pride in their work which is presented to a very high standard. Teachers correct and monitor this work in a careful and affirming manner. Data from the pupils' questionnaires indicate that a high proportion of them think their teacher 'explains things clearly' and that teachers 'listen to what they have to say'.

6. Quality of Support for Pupils

- Support for pupils with special educational needs is delivered in a deliberate and directed manner, being grounded in collaborative and consultative approaches with parents, classroom teachers and pupils. Suitable assessment and diagnostic tests are used to identify pupils in need of support in numeracy and literacy. Pupils with English as an additional language are also given support. Individual education plans (IEPs) which set out clear targets and make good provision for activities are provided for all pupils who receive support in numeracy and literacy. It is recommended that such good practice be extended to pupils who receive support for English as an additional language.

- Support for pupils is provided in a warm, affirming and engaging manner. Well chosen activities, which include the use of games and ICT, are used very effectively to stimulate pupils' interests and to consolidate learning. Pupils' progress is closely monitored and reviewed to determine cessation or continuance of support. The school places strong emphasis on early intervention, adopting a multi-pronged approach to addressing pupils' specific needs. In some instances pupils receive in-class support. It is recommended that the school examine approaches to broadening the use of in-class support techniques.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1: Observations on the content of the inspection report

The board wishes to thank the inspector for his warmth and thoroughness, both of which have been reflected in this positive report. Everyone in the school has benefited from the experience and there is a sense of direction and motivation arising from the inspection.

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

Following the main recommendation, the staff has developed further in-class support techniques and is reviewing specific subject areas; and the use of computerised white-boards in all classrooms is enhancing pupils' interaction within the confines of the school.