

An Roinn Oideachais agus Scileanna

Department of Education and Skills

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

**Myna National School
Kilmeena, Westport, Co. Mayo
Uimhir rolla: 16618J**

Date of inspection: 4 December 2013



Whole-School Evaluation – Management, Leadership and Learning Report

Introduction

A Whole-School Evaluation – Management, Leadership and Learning (WSE - MLL) was undertaken in Myna National School in December 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.

Myna National School is a rural co-educational school with five mainstream classes located seven kilometres outside Westport. The school participates in the Delivering Equality of Opportunity in Schools (DEIS) (Rural) scheme. It operates under the patronage of the Catholic Archbishop of Tuam. Enrolments have been steadily increasing with a current enrolment of 128 pupils. Attendance is good and is carefully monitored. Extensive development of the school building and grounds has been undertaken in recent times and the school is very attractively presented.

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

- The very effective principal promotes a collaborative learning community.
- A talented and hardworking team of teachers uses a broad range of teaching methodologies to very good effect.
- The quality of teaching and learning in the school is of a very high standard.
- Interactive technology is creatively and effectively used to enhance learning.
- A very active board of management supports the development of the school.
- Pupils' behaviour is exemplary and pupils engage fully in their learning.
- The parents' association is very involved in supporting school activities

The following **main recommendations** are made:

- B'fhiú a thuilleadh deiseanna sa saorscríbhneoireacht a chur ar fáil. (*More opportunities in independent writing should be provided.*)
- Specific literacy skills acquired in individual lessons should be transferred across all areas of the curriculum.

Findings

1. The learning achievements of pupils

- The learning achievements of pupils are very good. Pupils are active in their learning and fully engage in classroom activities.
- Some of the pupils in the school have recently engaged in a pilot project in the use of iPads in the classroom and are highly skilled in using this technology. This project has given an extra dimension to learning in the school and if resources allow, it would be of value in all classes.
- Learning outcomes in numeracy are very good. Pupils recall number facts swiftly and accurately and record their work neatly.
- Pupils demonstrate a very good level of oral competence in English. Very good standards are also evident in reading and writing.
- Tá caighdeán na Gaeilge atá bainte amach ag na daltaí an sásúil. Aithrisíonn siad rainn, dánta agus amhráin le tuiscint, brí agus taitneamh. Tá na daltaí sna hardranganna in ann labhairt go líofa ar théamaí éagsúla. Moltar a thuilleadh deiseanna sa saorscríbhneoireacht a chur ar fáil.
The standard of Irish which is achieved by pupils is very satisfactory. They perform rhymes, poems and songs with understanding, energy and enjoyment. The pupils in

the senior classes can speak fluently on a variety of topics. More opportunities in independent writing should be provided.

- Pupils demonstrate a laudable understanding of their local environment. The involvement by senior pupils in a water conservation project, which achieved national and international acclaim, is commendable. Higher order skills were demonstrated in the research, compilation and presentation of this project.
- Very high standards are achieved in all curricular areas.
- Evidence provided by the school indicates that the progress of pupils (including pupils with special educational needs) is in line with their ability.

2. Quality of teaching

- The quality of teaching in the school is of a very high standard. Expected learning outcomes are clear, purposeful and achieved. All teachers prepare commendably for their teaching and they use technology very effectively to provide stimulating lessons.
- Team teaching for literacy and numeracy is very well organised and is effective in developing skills. The school should now ensure that pupils transfer these skills across the curriculum.
- Systematic analysis of assessment outcomes is undertaken. This facilitates the teachers to provide experiences for pupils which meet their learning needs and capabilities.
- Many teachers have engaged in extensive continuing professional development which enhances the quality of their teaching.
- Teaching provided for pupils with special educational needs is managed very capably. Very good quality individual education plans which are based on specialist reports are effectively implemented.
- In their responses to the questionnaires, all parents stated that teaching is good in the school.

3. Support for pupils' well-being

- The pupils are very well managed and are encouraged to participate actively in their learning. The learning support and resource teachers support pupils very effectively in their mainstream class settings. They plan and collaborate very successfully with the mainstream class teachers.
- DEIS funds and supports are utilised effectively to enable all pupils to fully participate in their education.
- In their responses to the questionnaires, all pupils reported that they feel safe in the classroom and in the playground.
- Evidence provided by the school indicates full compliance with child protection requirements.

4. Leadership and Management

- The very effective board of management provides strong support to the school. The work of the board in providing high quality accommodation and ample resources is highly commended. The very well-resourced library is used extensively by parents and children.
- The principal demonstrates a deep commitment to the school and deserves high praise for leading very effective change within the community. The staff collaborates effectively in the delivery of a high-quality education service. A policy on class allocation should now be devised.

5. School Self-evaluation (SSE)

- This is a reflective school and a number of approaches, programmes and interventions have been effective in implementing improvement.
- Although the school has identified clear targets under SSE, policy formulation, roles and responsibilities need to be more specific.
- The monthly progress reports could be used more effectively in the pursuit of school improvement.

Conclusion

The school's capacity to **engage in school improvement** is very good.

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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 welcomes the recent WSE report and finds it to be affirming of the high quality of teaching and learning in our school. We wish to thank the staff, parents association, parents and the community for their hard work and commitment in striving to provide high quality learning opportunities to our pupils.

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 school will continue on its strengths and has already begun to implement the recommendations made by the inspectors.
This will be formally embedded into school practice and policy as part of our on-going school review and planning process.