

An Roinn Oideachais agus Scileanna

Department of Education and Skills

**Whole School Evaluation
REPORT**

**Scoil Náisiúnta Mhuire
Garristown, County Dublin
Uimhir rolla:17559B**

Date of inspection: 19 March 2010



**AN ROINN | DEPARTMENT
OIDEACHAIS | OF EDUCATION
AGUS SCILEANNA | A N D S K I L L S**

WHOLE-SCHOOL EVALUATION

A whole-school evaluation of SN Mhuire was undertaken in March 2010. This report presents the findings of the evaluation and makes recommendations for improvement. The evaluation focused on the quality of teaching and learning in English, Irish, Mathematics and Drama. 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.

INTRODUCTION – SCHOOL CONTEXT AND BACKGROUND

SN Mhuire is a co-educational school under the patronage of the Catholic Archbishop of Dublin. It serves the village of Garristown and surrounding areas. There has been a significant increase in pupil numbers in recent years coinciding with a new housing development in the village. Pupil attendance levels are very good.

The school building was constructed in 1946 and it was extended in 1988. Both the building and the grounds are very well maintained, providing pupils with a clean, safe and attractive learning environment.

The following table provides an overview of the enrolment and staffing in the school at the time of the evaluation:

	Number
Pupils enrolled in the school	167
Mainstream classes in the school	6
Teachers on the school staff	9
Mainstream class teachers	6
Teachers working in support roles (2 part-time)	4
Special needs assistants	0

1. QUALITY OF SCHOOL MANAGEMENT

1.1 Characteristic spirit, vision or mission

SN Mhuire seeks to create a positive learning environment where all pupils have access to a broad range of learning experiences and can achieve to their full potential. Good quality teaching, which makes effective use of a variety of approaches to lesson delivery, and the positive rapport between teachers and pupils and between pupils themselves are integral to the school's success in achieving this aim.

Another key contributor to the creation of a positive learning environment for pupils is the variety of co-curricular activities provided in the school which enable pupils to engage with each other across the class levels. These activities include the Green Schools Programme from which the school has received its first green flag, the school choir and various in-school and inter-school sports leagues.

1.2 The board of management

A priority for this board when it was convened three years ago was to ensure that proper procedures were followed with regard to its own functioning. In this regard, the board has been successful. The board is correctly constituted; it meets very regularly and performs its functions conscientiously and in accordance with the Education Act 1998. A strong spirit of collaboration and a sense of shared purpose characterise the work of this board. The board has also sought to improve communication with the general parent body and it has had very considerable success in this regard. In order to develop its role with regard to teaching and learning, it is suggested that an examination of trends in pupil achievement, as derived from standardised test results and other assessments, be included in the agenda of board meetings on a periodical basis.

The development of school facilities to keep pace with the increasing enrolments is an on-going concern of the board. The parking facilities for parents, as they bring their children to and from school, are not adequate from a safety perspective and they require attention. The board should seek to address this issue as a matter of priority.

1.3 In-school management,

The principal is very committed to the development of SN Mhuire. Since his appointment in 2006, he has successfully overseen the introduction of a very vibrant and effective system of planning that has led to substantial improvements in the condition of the school building and its facilities. He has also overseen improvements in provision for teaching and learning including the introduction of standardised tests as required under Circular Letter 0138/2006 and the issuing of annual report cards for pupils. Specific initiatives in a number of curriculum areas, including Irish and Mathematics, have been implemented successfully. The principal has also been very effective in developing a collegial working environment for all staff.

The in-school management team comprises the principal, deputy principal and two special duties teachers. Tasks have been clearly specified for each role, meeting the requirement to incorporate curricular, organisational and pastoral responsibilities. The in-school management team fulfils these responsibilities with enthusiasm and conscientiousness in a spirit of partnership and its work is impacting positively on the development of practices in various curriculum areas.

1.4 Management of relationships and communication with the school community

The management of relationships and communication with the school community is very good. The school's most recent inspection report was in 2005 and the promotion of better communication within the school community was recommended in that. It is very commendable that the school has worked to address this recommendation and that it has had much success. Clear channels of communication have been established between the school, the parents and board of management.

The parents' association organises a number of fund-raising events which are successful in contributing to the development of the school and in cultivating a strong sense of community within the school. Fundraising is used appropriately to support the purchase of resources for teaching and learning. For example, an interactive whiteboard has been installed in each classroom and a beneficial music initiative in which all pupils have participated has been financed.

Parents have had the opportunity to contribute meaningfully to the development of school policies in the areas of Relationship and Sexuality Education (RSE) and of pupil behaviour through the completion of questionnaires, membership of committees and attendance at meetings. This

approach to involving parents is acknowledged as good practice. A school booklet, synopsising school policies, is distributed to the parents of incoming pupils and any changes to policy are notified to general body of parents. Copies of the full policies are available in the school for parents to consult if they so wish.

In a meeting with the inspector, representatives from the parents' association reported their considerable satisfaction with regard to the efficient running of the school, the activities undertaken by the board to improve the condition of the school building and the extent to which they are kept informed about current issues and activities. The parents' association also reports the satisfaction of the general parent body with the quality of education provided by the school, with the opportunities available to them to communicate with the teachers regarding their children's progress and with the nature of teachers' responses to them. It is commendable that, in addition to the written report which is issued to parents at the end of the school year, a written report is also issued after parent-teacher meetings synopsising the issues discussed during these meetings.

Parents identify as particular strengths of the school the commitment of the school principal, the enthusiasm of teachers and their endeavours to make learning interesting for pupils and the organisation of learning support provision. They also identify as a school strength the improvements in recent years in the standard of pupils' Irish and the higher profile which Irish has been accorded within the school.

1.5 Management of pupils

A mutually respectful relationship is evident between teachers and pupils. Efficient routines contribute to the creation of an ordered and positive learning environment. Effective teaching, achieved through interesting lessons and the judicious use of a variety of resources and teaching approaches, adds much to the engagement of pupils in lessons.

2. QUALITY OF SCHOOL PLANNING

2.1 Whole-school and classroom planning

The quality of the whole-school planning process is very good. A systematic approach has been taken to reviewing aspects of school life, identifying priorities and specifying actions to be undertaken. It is very commendable that attention is paid to ensuring that these actions are implemented. This process has been used to improve facilities within the school, to increase resources for teaching and to develop curriculum plans. Parents have played an active role in this planning process

Key school policies required by legislation have been drawn up and ratified by the board. These include an enrolment policy, a code of behaviour and a health and safety statement. The detail supplied in these policies is specific and comprehensive. A strong emphasis is placed on promoting the continuing professional development of teachers. It is good practice that a record of in-service courses attended by teachers is maintained and that this includes teachers' evaluations of courses attended.

Curriculum plans have been developed for all curriculum areas. One particularly effective feature of these plans is the identification of the sequence of curriculum content to be taught as pupils proceed through the school, thus facilitating continuity and progression in pupils' learning. A second is the delineation of common approaches to aspects of curriculum areas such as tables and number operations in Mathematics. A third is the documentation of practices specific to the

school such as a pupil reward system to promote the speaking of Irish. It is also good that a specific time-scale has been identified for the review of school policies and plans. Notwithstanding these positive features, the content of the curriculum plan as a whole lacks sufficient focus. To address this, it is recommended that, according as individual plans are reviewed, explicit focus be placed on practices that require a co-ordinated approach between teachers in order to ensure progression in pupils' learning. In so doing, the amount of general statements should be reduced.

All teachers provide short-term and long-term planning as required under the *Rules for National Schools*. Long-term planning demonstrates that provision has been made to deliver a broad and balanced programme in all curriculum areas. Some examples of long-term planning being delineated into appropriate units of time are in evidence and these are successful in assisting teachers to implement the curriculum in a broad, balanced, systematic and integrated fashion. There is scope for some teachers' short-term planning to identify learning objectives more clearly and to give greater attention to providing for the range of ability levels within the classroom. Practical preparation for lessons is of a high standard. All classrooms and support settings present as stimulating and purposeful learning environments.

Monthly progress records are maintained, with teachers creating their monthly progress record by annotating their short-term plans to indicate what has been taught. It is good practice that they also note additional learning that has taken place and that, on occasion, they make observations on general pupil progress. In some instances, however, there is insufficient detail about content covered. While this approach to creating a monthly progress record may be an acceptable one from a perspective of accountability, it has significant shortcomings. In the interests of clarity and to aid the monitoring of progression in pupils' learning, teachers should complete the monthly progress record as separate documents.

2.2 Child protection policy and procedures

Confirmation was provided that, in compliance with Department of Education and Science Primary Circular 0061/2006, the board of management has formally adopted the *Child Protection Guidelines for Primary Schools* (Department of Education and Science, September 2001). Confirmation was also provided 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.

3. QUALITY OF LEARNING AND TEACHING

3.1 Language

Gaeilge

Tá caighdeán an teagaisc agus na foghlama sa Ghaeilge go maith. Le tamall de bhlianta, tá an scoil tar éis plean gnímh a chur le chéile chun Gaeilge a chur chun cinn sa scoil trí phrionta sa timpeallacht a fheabhsú, obair na ndaltaí sa Ghaeilge a chur sa nuachtlitir a théann go dtí na tuismitheoirí agus béim sa bhreis a chur ar na daltaí a mhealladh chun úsáid a bhaint as an nGaeilge. Is léir go bhfuil dea-thorthaí ag eascairt as an mbéim seo.

Sa phlean scoile cláraítear eiseamláirí teanga a bheadh oiriúnach do gach rang leibhéal mar bhunús don Ghaeilge neamhfhoirmiúil a chothú sa scoil. Múintear na heiseamláirí seo go cuí agus

baintear úsáid mhaith astu i saol coitianta na scoile. Sna ceachtanna cuirtear raon deas acmhainní oiriúnacha ar fáil agus baintear feidhm éifeachtach as na háiseanna seo chun suim na ndaltaí a mhúscailt agus a chothú. Baintear úsáid sciliúil as straitéisí difriúla chun an teanga a mhúineadh agus a fhoghlaim ar nós cluichí teanga, ról imirt, pupéidí, amhránaíocht agus módh na drámaíochta. Baintear úsáid mhaith as an teanga i saol coitianta na seomraí ranga.

I bhformhór na gceachtanna, tá struchtúr cinnte ag gabháil leis an gceacht agus tá soiléireacht ag baint leis an ábhar nua. I roinnt ranganna, moltar go mbeadh níos mó Gaeilge leanúnach le cloisteáil ag tús ceachtanna chun a chur le cumas na ndaltaí scileanna éisteachta a fhorbairt agus aithris a dhéanamh ar rithim agus ar fhuaimneanna na teanga. San iomlán, is breá an tslí ina stiúrtar ceachtanna Gaeilge trí Ghaeilge amháin. Moltar an t-aistriúchan a sheachaint i ranganna áirithe.

Tá stór breá rann ar eolas ag na daltaí i ranganna na naíonán agus aithrisíonn siad iad go taitneamhach. De bharr seo, tagann forbairt bhreá ar chumas na ndaltaí abairtí a chur le chéile. Forbraítear foclóir na ndaltaí go dúshlánach tríd an scoil. Tá solúbacht agus saibhreas le feiceáil in úsáid an fhoclóra seo. Léiríonn na daltaí tuiscint mhaith ar raon leathan briathra.

Tá scileanna na réamhléitheoireachta agus scríbhneorachta á bhforbairt go breá le lipéidí, luas chartaí agus abairtí simplí a léamh agus a scríobh. Sna meánranganna agus sna ranganna sinsearacha b'fhiú taithí léitheoireachta na ndaltaí a shaibhriú trí acmhainní fiúntacha ar nós fíorleabhair agus leabhair mhóra a chur ar fáil agus ceachtanna a mhúineadh bunaithe orthu.

Léiríonn daltaí cumas sásúil nuair a thugann siad faoin scríbhneoireacht; baineann siad úsáid as foclóir cuí leathan agus briathra éagsúla. Léiríonn roinnt mhaith de na daltaí tuiscint chuí ar struchtúrú abairtí. Chun an cleachtas seo a shaibriú, moltar don scoil sonraí a chur sa phlean scoile chun córas céimnithe a chur ar aghaidh chun scríbhneoireacht na ndaltaí a fhorbairt agus scéim litrithe a aithint agus a chur i bhfeidhm.

Irish

The quality of teaching and learning in Irish is good. In recent years, the school has put an action plan in place to progress the learning of Irish in the school. This plan includes increasing the presence of Irish in the environment, including pupils' Irish work in the newsletter that is sent to parents and placing a greater emphasis on encouraging pupils to speak Irish. It is clear that these endeavours are beginning to bear fruit in terms of impacting upon pupils' learning.

The school plan outlines language expressions appropriate to each class level as the basis for the development of informal Irish in the school. These phrases are appropriately taught and good use is made of these in the daily life of the school. During lessons a nice range of appropriate resources is made available and these resources are used effectively to arouse and maintain pupils' interest in the lessons. Skilful use is made of different strategies for the teaching and learning of the language. They include language games, role play, puppets, song-singing, Drama and story-telling. Good use is made of Irish in the daily life of the classroom.

Most lessons are clearly structured with new subject matter clearly indicated. It is recommended that more continuous Irish be used in order to develop pupils' listening skills and to give them familiarity with the rhythm and sounds of the language. In general, lessons in Irish are conducted through the medium of Irish. It is recommended that the use of translation be avoided in certain classes.

Pupils are able to recite a wide range of rhymes with enthusiasm in the infant classes This assists pupils well with sentence construction. Pupils' vocabulary is developed at an appropriately challenging level through the school. A fine flexibility and richness is evident in the use of this vocabulary. Pupils demonstrate a good knowledge of a range of verbs.

Pre-reading and writing skills are being developed satisfactorily through the use of labels, flash cards and the reading and writing of simple sentences. In the middle and senior classes, it would be worth seeking to enrich pupils' experience of reading through expanding upon textbook provision to include novels and large-format books and to teach lessons based on these.

Pupils display good writing capacity; they use an appropriately wide vocabulary and a range of verbs. A good number of pupils demonstrate a good ability to structure sentences correctly. To enrich this practice, it is recommended that the school include details in its plan regarding the development of pupils' writing skills in a progressive way and the identification and implementation of a spelling programme.

English

The quality of teaching and learning in English is very good. Skilful use is made of story, poetry and rhyme and visual resources to prompt oral language development. Whole-class discussion, group-work, pair-work, 'circle-time', Drama, a weekly school assembly and project presentations are examples of effective approaches used by the school in providing for oral language development. Good examples of specific attention being successfully paid to expanding pupils' vocabulary were observed during the evaluation. In one observed lesson, classroom discussion in advance of writing activities facilitated some appropriately challenging oral language development. The identification by some teachers, in their planning, of specific vocabulary to be taught in other curriculum areas also enhances the development of pupils' oral language skills.

The attainment of many pupils in reading is very good. A good variety of resources is utilised to teach reading. These include a reading scheme, large-format books, class novels and library books. The use of supplementary readers provides successfully for varying pupil ability levels, while the wide variety of genres in reading texts helps develop pupils' ability to understand figurative language and different registers of language. A good quality print-rich environment has been created, particularly in the infant classrooms where the captioning of pupils' work and the synopsis of pupils' learning is very effective. Reading lessons throughout the school are structured appropriately and teachers' questioning develops pupils' vocabulary and their decoding and comprehension skills whilst also encouraging pupils to engage thoughtfully in class discussion based on stories being read. There is also evidence of lessons which promote an integrated approach to language learning combining the development of oral, reading and writing skills in creative activities which are stimulating for pupils and which have a strong emphasis on communication.

Pupils in all classes are expected to undertake a variety of independent writing activities. It is good practice that pupils in the infant classes are encouraged to engage in free writing activities and to share their work with their peers. The modelling of the writing process and the creation of language experience charts succeeds in developing pupils' understanding of how to structure their writing. Pupils throughout the school are exposed to a wide variety of genres and gain experience in writing in these genres on a consistent basis as they proceed through the school. It is commendable that pupils in the senior classes have a good understanding of the conventions of these genres and how they are structured. The book reports produced by the pupils in the senior class demonstrate that pupils' comprehension skills are being developed both systematically and

imaginatively. To enhance pupils' progress, it is recommended that before beginning a new piece of writing, pupils should be encouraged to review their previous writing in order to identify for themselves an aspect of their writing which they wish to improve.

A very effective approach has been adopted to the development of phonological skills in the infant classrooms. In the junior and middle classes it is suggested that teachers expand upon the range of words in the spelling programme to include high frequency words and words related to the locality and the lives of pupils. In most classes, there is a need to develop pupils' abilities to apply the conventions of punctuation to their independent writing.

There are a number of pupils in receipt of support in English as an Additional Language. The specific learning needs of these pupils have been successfully identified and lessons are appropriately structured and focused with due regard to these needs. Good attention is paid to monitoring pupils' progress. For older pupils in receipt of such support, it is suggested that a greater focus be placed on developing pupils' cognitive language to assist in their engagement with the curriculum generally.

3.2 Mathematics

The quality of teaching and learning in Mathematics is very good. Lessons are taught in a lively and stimulating manner which engages pupils' interest. An appropriate emphasis is placed on the development of pupils' mental computational and problem-solving skills. Effective use is made of concrete materials and of the school environment to illustrate mathematical concepts, to provide a context for learning and to provide pupils with the opportunity to engage in hands-on learning. Cross-curricular learning opportunities such as participation in the Green Schools Programme help pupils see the real-life application of their learning in Mathematics. Higher order questioning encourages pupils to synthesise their learning. While clear objectives for the general class are set in teachers' planning for Mathematics, more detailed provision in planning for the range of pupil ability levels is required.

It is very commendable practice that the school analyses standardised test results and uses the outcomes to identify areas requiring further attention. The development of mathematics trails is a direct consequence of this analysis. It has been a worthwhile learning experience for the senior pupils to devise these trails for the pupils in junior classes. Parents assist junior pupils to good effect in following the mathematics trails. The Maths for Fun initiative, which involves parents playing mathematical games with groups of pupils has proven very successful in cultivating a positive attitude to Mathematics and providing pupils with an opportunity to apply their mathematical learning in a collaborative setting. Overall, pupils' attainment levels in Mathematics are very good with pupils demonstrating a good understanding of how different aspects of the mathematics curriculum are related.

3.3 Drama

The quality of teaching and learning in Drama is good. The lessons in Drama which were observed during the school inspection had worthwhile learning objectives and were appropriately structured. Teachers made effective use of a range of techniques such as *teacher-in-role*, *hot-seating* and *conscience alley*. Good management of these techniques and good organisational skills resulted in good quality pupil engagement in most lessons observed. To ensure development and progression in pupils' learning in Drama, it is suggested that teachers endeavour to use these techniques on a systematic and regular basis. From this perspective, the over-representation of drama games as lesson content in some teachers' planning for Drama should be addressed. The use of drama contracts was successful in helping pupils to understand the conventions of drama lessons and to engage fully with the learning experiences being created in

these lessons. Encouraging pupils to reflect on their learning at the conclusion of lessons is also noted as good practice. Some lessons focused on using Drama to enrich learning in other curriculum areas and this was very effectively achieved.

3.4 Assessment

The quality of assessment in the school is very good. A comprehensive range of assessment modes is in use within the school. These include teacher observation, the monitoring of pupils' written work, teacher-designed tasks and tests, checklists, screening tests, standardised tests and diagnostic tests. A worthwhile rubric for the assessment of project work has been developed for pupils in the senior classes. This is very successful in assessing pupils' learning through project work and is to be commended. Worthwhile methods of recording pupils' progress include an incidental observation notebook and criteria referenced grids. The monitoring of pupils' written work is good. Where monitoring includes the use of appropriately personalised comments, it is particularly worthwhile.

Standardised tests are used in English and Mathematics to monitor pupils' progress generally, whilst also identifying pupils who may require additional support. Test results are recorded and filed with appropriate care. To assist with monitoring pupils' progress on an individual basis, results could now be recorded in ways that indicate the level of pupils' progress from year to year. It is suggested also that the school could develop a pupil profile containing samples of the pupils' work from junior infants to sixth which would assist the school in monitoring pupils' progress. It would also form a basis for pupils to see and evaluate their own progress.

4. QUALITY OF SUPPORT FOR PUPILS

4.1 Pupils with special educational needs

The quality of support for pupils with special educational needs is good. Practices in this regard are underpinned by a comprehensive school policy document. Where teachers' planning correlates activities and learning objectives, provision of support for pupils is particularly beneficial. It is good practice that a strong emphasis is placed on early intervention to help pupils demonstrating difficulties. During the inspection, examples of class teachers making good provision for these pupils during class discussion were observed

Learning support is provided on both a withdrawal and on an in-class basis. While withdrawal lessons are generally well structured, some reading lessons need to be more clearly structured with more specific objectives in order to enhance the development of particular reading skills. A particularly worthwhile practice is the teaching to older pupils of a variety of strategies to help them approach the reading of unfamiliar, non-fiction based texts. There is scope to develop this practice by including class-related material in these sessions. These strategies should be communicated to mainstream teachers so that they can incorporate them into their teaching and encourage the pupils concerned to use these strategies as they deal with the literacy demands of other curriculum areas.

To enhance the coherency of the learning experience provided for pupils in receipt of additional learning support, it is suggested that more in-class support be provided: the learning support teacher should work with the targeted pupils as part of a class grouping, thereby scaffolding the participation of the support pupils in the mainstream classroom and improving their access to the mainstream curriculum. This type of support would be particularly helpful to the target pupils as they undertake independent writing tasks assigned in the mainstream classroom.

The progress of pupils in receipt of learning support is reviewed regularly. In addition to incidental communication, meetings are held termly between support teachers and class teachers to review pupils' progress. This is good practice.

4.2 Other supports for pupils: disadvantaged, minority and other groups

There is a small number of pupils from the Traveller community attending the school and they receive additional support from a resource teacher for Travellers. There is scope for this provision to more precisely identify and link with pupils' learning needs, particularly in terms of supporting their learning in the mainstream classroom. More in-class support is recommended in the provision of this support. Such support would be particularly useful to these pupils as they develop their writing skills and learn to apply these skills on a cross-curricular basis.

5. CONCLUSION

The school has strengths in the following areas:

- A vibrant spirit of community and partnership permeates the life of the school; this contributes to the creation of a positive and dynamic learning environment within the school.
- The principal has demonstrated strong leadership in the introduction of a very systematic approach to school planning. This leadership and approach to planning has resulted in improvements in the provision of teaching and learning for pupils, the considerable improvement of school facilities and the fostering of a shared sense of purpose between teachers, board and parents.
- Teachers provide interesting and stimulating lessons to pupils, using a good variety of teaching methodologies.
- Standards of pupils' learning in all curriculum areas inspected are good, with very good standards observed in English and Mathematics.
- A range of whole-school and co-curricular learning experiences adds to the richness of provision for pupils.
- A mutually respectful relationship is evident between teachers and pupils and it is clear that pupils' behaviour is managed very effectively.
- The results from standardised mathematics tests are analysed in order to identify areas requiring development and specific measures are put in place to address these areas.

The following key recommendations are made in order to further improve the quality of education provided by the school:

- As a priority, issues relating to parking facilities for parents as they bring their children to and from school need to be addressed by the board of management.
- According as curriculum plans are reviewed, the content should be adapted to place the focus more explicitly on practices that are specific to the school and on the particular aspects of the teaching and learning process that require a co-ordinated approach between teachers in order to ensure progression in pupils' learning.
- To assist with monitoring pupils' progress on an individual basis, the results of standardised tests should be recorded so that they can serve as indicators of progress from year to year.

- Moltar sonraí a chur sa phlean scoile chun córas céimnithe a chur ar aghaidh chun scileanna scríbhneoireachta na ndaltaí a fhorbairt sa Ghaeilge.
[It is recommended that the school provide detail in its school plan for a systematic programme for the development of pupils' writing skills in Irish].

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Area 1: Observations on the content of the inspection report

1. The Board wishes to thank the inspector for the courteous professional manner in which the evaluation was carried out.
2. The Board is very happy with the content and findings of the report. These findings reflect the high standards of teaching and learning in the school. The report affirms the dedication and commitment of the Principal, teachers and support staff. It also recognises the excellent relationships between the school and the Parent Body and also the commitment of the School Board in its overall management and co-ordinating role.

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

1. The teachers have already designed and implemented a new extra template for recording monthly reports in the manner recommended.
2. The Principal and teaching staff are continuing the process of upgrading and revising curricular plans so as to make them more focussed and useful to teachers. This is a process which the school had already started prior to the WSE.
3. The Principal will ensure that the School Board be regularly appraised of standardised test attainments as recommended.
4. The School Board acknowledges the serious issue of car parking for parents outside of the school. The Board is in consultation with the local authority, the Gardaí and the Parent Body as to how this problem can be solved. This matter is of grave concern to the Board; but is one which is outside of our jurisdiction. We will continue to be proactive in this matter.