

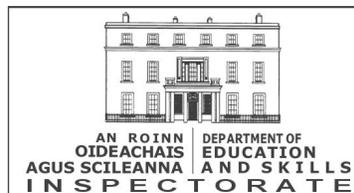
An Roinn Oideachais agus Scileanna
Department of Education and Skills

Whole School Evaluation
Management, Leadership and Learning

REPORT

Scoil Náisiúnta (C) Naomh Pádraig
Donabate, County Dublin
Roll number: 18412W

Date of inspection: 19 November 2015



Whole-School Evaluation – Management, Leadership and Learning Report

Introduction

A Whole-School Evaluation – Management, Leadership and Learning (WSE - MLL) was undertaken in Scoil Náisiúnta Naomh Pádraig (known locally as Scoil Phádraic Cailíní) in November 2015. 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, pupil and teacher questionnaires, and a selection of school documents. 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.

Scoil Náisiúnta Naomh Pádraig operates under the patronage of the Catholic Archbishop of Dublin. Currently, there are 428 girls enrolled across sixteen mainstream classes. Attendance rates are very good.

The evaluation has found:

- The quality of pupils' learning is very good. The systematic development of whole-school language programmes would further enhance their learning.
- Overall, teaching is of a high standard and the implementation of team teaching is praiseworthy.
- Provision for pupils with special educational needs (SEN) is of a high quality.
- The quality of support for pupils' well-being is very good.
- The overall management and leadership of the school are very effective.
- The staff has engaged systematically and effectively with the school self-evaluation (SSE) process.

The following **main recommendations** are made:

- A whole-school programme should be devised and implemented for oral language in English.
- Is gá scileanna labhartha, léitheoireachta agus scríbhneoireachta na ndaltaí a fhorbairt a thuilleadh sa Ghaeilge, mar atá aitheanta ag an scoil. *There is need to develop pupils' oral, reading and writing skills in Irish, as already identified by the school.*
- Classroom planning and the recording of monthly progress should be reviewed to facilitate the effective monitoring of curriculum implementation.

Findings

1. The learning achievements of pupils

- Overall, the quality of pupils' learning achievements is very good. They engage enthusiastically in learning and respond positively to the range of learning experiences afforded them.
- The quality of learning achievements in numeracy is very good. Pupils are engaged in a range of activity-based learning experiences utilising appropriate concrete materials. Their computational and reasoning skills are very well developed. Implementation of the school's intended whole-school approach to problem solving across the strands will further enhance pupils' learning in Mathematics,
- The quality of learning outcomes in literacy is very good. Overall, pupils' oral language skills in English are of a good standard. The development and implementation of a whole-school oral language programme would further enhance their language competencies. Pupils' reading abilities are very good overall. However, they would benefit from an

extended differentiated reading programme in mainstream settings. Creative writing abilities are being developed to good effect.

- Tá gá le cáilíocht na foghlama sa Ghaeilge a fheabhsú, mar atá aitheanta ag an scoil chomh maith. Éiríonn le cuid de na daltaí abairtí simplí a chumadh agus a úsáid i gcomhtéacsanna éagsúla. Is fiú, anois ábhar teanga níos saibhre a mhúineadh dóibh. Cé go léann na daltaí le líofacht áirithe, ní mór a gcuid inniúlachta a fhorbairt a thuilleadh trí scileanna na léitheoireachta a theagasc go follasach agus trí fhíorleabhair a úsáid. Is scríbhneoireacht fheidhmiúil is mó a chleachtann na daltaí. Ní mór deiseanna breise a thabhairt dóibh a gcuid scileanna scríbhneoireachta a fhorbairt a thuilleadh i seánraí éagsúla.

There is scope to improve the overall quality of learning in Irish, as also identified by the school. Some pupils succeed in structuring and using simple sentences in different contexts. It is now timely to teach them more challenging language. While pupils read with fluency, their competencies should be further developed through the teaching of discrete reading skills and the use of real books. Pupils' experiences of writing are predominantly functional. There is need to further develop their writing skills in a variety of genres.

- Pupils' skills and knowledge are developed successfully in other curricular areas through a very good range of learning experiences. Their creative artwork is celebrated through imaginative displays throughout the school. Pupils have a particularly rich experience of the composing and performance strands of the music curriculum; this would be further enhanced by the integration of musical literacy. Pupils were actively engaged in Social Environmental and Scientific Education during the evaluation. The further use of ICT as a learning tool would enhance pupils' classroom learning experiences.

2. Quality of teaching

Overall, the quality of teaching is of a high standard. In classrooms where practice was found to be very good, teachers used an extensive range of methodologies including structured whole-class teaching and effective facilitation of collaborative learning experiences. Teachers provided worthwhile and plentiful teaching resources and classrooms presented very well. Almost all parents, in Inspectorate questionnaires, agreed that teaching is good in the school.

- The quality of the teachers' written planning was generally good. Whole-school approaches are in place for short-term planning and the recording of monthly progress. To optimise the overall quality of planning, short-term plans should detail methodologies, differentiation and assessment practices more clearly. The approach to the recording of monthly progress should be reviewed to ensure efficient monitoring of curriculum implementation. All teachers provide long-term plans. Going forward, a whole-school approach to long-term planning should be considered, linking curriculum objectives to content, approaches and assessment.
- Provision for pupils with special educational needs (SEN) is of a high quality with examples of very good practice observed in both withdrawal and in-class settings. Preparation of detailed profiles of these pupils contributes to effective collaboration with mainstream teachers and positive learning outcomes for these pupils. The introduction of team teaching is proving to be very successful. Learning plans and programmes are in place for all pupils attending support settings. In most instances, there is good practice in clearly defining specific targets, based on pupils' learning needs. This good practice should be emulated in all plans.
- Pupils who are learning English as an additional language (EAL) are progressing well. The development of a more structured programme would further support their language acquisition.

- Some very good examples of both formative and summative assessment practices are in use by teachers. The development of pupils' ability to self-assess was evident in some classes.

3. Support for pupils' well-being

- The management of pupils is very good and pastoral care provision is of a very high quality. Pupils were very courteous during the evaluation. Responses to questionnaires, administered during the evaluation, indicate that all pupils feel safe in their class.
- Channels of communication between home and school are very effective. The parents' association supports the development of the school and promotes parental involvement successfully. In responses to questionnaires, almost all parents agreed that the school is well run.
- 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*.

4. Leadership and Management

- The quality of management and leadership is very good. The board of management is very effective in its work. It is committed to the on-going development of the school and has effectively managed the extension of the school building. As means of sharing information about its good work, the board should consider providing an annual report to parents.
- The principal works in a very efficient and very effective manner; she provides good leadership to the school community. She sets high expectations for pupils and purposefully leads the staff towards school improvement. The deputy principal proactively supports the work of the principal in school leadership and leads the SSE process in a collaborative manner. Other members of the in-school management (ISM) team have a balance of curricular, administrative and pastoral duties which they fulfil diligently. When next reviewing these roles, it would be beneficial to clearly align them to the school's developmental priorities.

5. School Self-evaluation

- The staff has engaged systematically and effectively with the SSE process. As appropriate, work has been undertaken in aspects of literacy and numeracy. The school is now working on Irish. Review of targets, to ensure that they are focused on pupils' learning and are measurable and achievable within a specific timeframe, is advised. It is now timely to issue a report to parents.

Conclusion

The school's capacity to develop further is very good. School management and staff have demonstrated a very good capacity to identify relevant priorities and implement the necessary actions to achieve improvement.

Appendix

School response to the report

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The Board of Management is very pleased that the good work being done in Scoil Phádraic Cailíní has been affirmed in the Whole School Evaluation report. We are proud of the dedication and commitment of all staff, B.O.M. and parents. We are especially pleased that

- The overall quality of teaching in the school is of a high standard, with acknowledgement that learning outcomes in both literacy and numeracy are very good.
- There are very high satisfaction levels among parents with the work of the school.
- Overwhelmingly the children recorded that they like this school and think that it is a good school, not one child recorded a negative response to these questions.
- The provision for pupils with special educational needs is of a high quality.
- The quality of management and leadership is very good, the Board of Management is very effective in its work and the Parents' Association promotes parental involvement successfully.

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

We acknowledge the recommendations made and aim to address these areas.

- Aistear was introduced prior to the WSE as an approach to oral language development at infant level. This work will be extended to encompass all class levels in a whole school approach to oral language development.
- A Debating Club has been set up in the school.
- The school will continue its work on Gaeilge as outlined in the School Improvement Plan for this year while encompassing the recommendations. The real books within the school have been audited and supplementary sets are on order. The staff are working on a whole school approach to writing in Irish that includes a variety of writing genres.
- The current layout of the monthly progress reports is being reviewed presently.
- The recent allocation of additional support has allowed for further support to be offered to EAL pupils as well as a restructuring of the support programme.
- The Board of management will provide the parents with an annual report each June.
- A Student Council is being established in the school.