

**An Roinn Oideachais agus Scileanna**

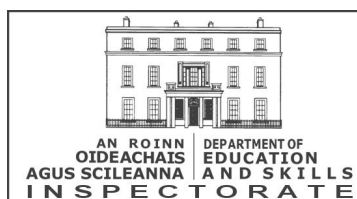
**Department of Education and Skills**

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

**REPORT**

**Saint Kilian's Senior N.S.,  
Kingswood, Tallaght, Dublin 24.  
Uimhir rolla: 19893A**

**Date of inspection: 25 January 2016**



## Whole-School Evaluation – Management, Leadership and Learning Report

### Introduction

A Whole-School Evaluation – Management, Leadership and Learning (WSE - MLL) was undertaken in St Kilian's Senior National School in January 2016. This report is based on lessons observed in a range of learning settings in the school, interaction with pupils and review of their work, meetings with the principal, in-school management, and board and parent representatives, completed parent and pupil questionnaires, and a selection of school documents. The board accepts the report as the final inspection report available for publication and wishes to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the published report. The board's response is submitted below.

St. Kilian's S.N.S operates under the patronage of the Catholic Archbishop of Dublin. Effective strategies and supports are utilised to ensure the very good attendance of the 208 pupils.

The evaluation has found:

- The management and leadership of the school is very effective.
- The quality of support for pupils' well-being is of a very high standard.
- Teaching and learning in literacy is very good.
- The quality of arts education is excellent, and teachers are highly commended for the very high quality delivery of the Arts curriculum.
- In most lessons pupils are provided with opportunities to work in pairs.
- There is an over-dependence on textbooks to guide and inform some teachers' individual planning.

The following **main recommendations** are made:

- Teachers are advised to include collaborative and active learning methodologies in lessons, and to extend the use of concrete materials to support problem-solving and investigative learning.
- Individual planning should be more closely linked to curriculum objectives and informed by the whole-school curriculum plans.

### Findings

#### 1. The learning achievements of pupils

- Overall, the learning achievements of pupils are commendable. Pupils enjoy a variety of learning experiences, including very good extra-curricular opportunities, and well-researched and interesting field trips. Displays of the pupils' creative and well-presented work are evidenced throughout the school.
- Learning outcomes in numeracy are good. Pupils demonstrate a high level of competency in number operations. They would benefit from more opportunities to collaboratively solve problems using a wider range of resources and concrete materials in mathematics lessons.
- Learning outcomes in literacy are very good. Pupils communicate and write across a variety of genres and their work is displayed and celebrated. Pupils are exposed to a wide range of reading material, including fiction and non-fiction.
- Faigheann na daltaí réimse leathan foclóra agus struchtúir chearta in abairtí sa Ghaeilge, agus tá na scileanna teanga sa Ghaeilge á mhúineadh mar ba chóir. B'hiú do gach múinteoir níos mó deiseanna agus comhthéacsanna a dhearadh, atá bainteach le taithí agus le suimeanna na ndaltaí, inar féidir leo na scileanna teanga Gaeilge a chleachtadh. *(Pupils acquire a very good range of vocabulary and correct*

*sentence structures, and Irish language skills are taught to a good standard. Teachers should devise further contexts and opportunities linked to the life experiences and interests of pupils, where they can practise their Irish language skills).*

- Learning progress of pupils with special educational needs is of a high quality. Learning needs are met through a flexible range of support models.

## **2. Quality of teaching**

- The overall quality of teaching in the school is commendable. Lessons are well-structured, explanations are clear, and pupils' contributions are valued. Teachers utilise a range of resources, and in most lessons, pupils are provided with opportunities to work in pairs. Group work and pair work should be further developed to include collaborative and active learning methodologies.
- Very effective strategies are utilised to develop pupils' oral language, reading and writing skills. A very good emphasis is placed on computation and competency in completing mathematical procedures and operations. Teachers are also advised to provide opportunities for pupils to investigate and solve problems using concrete materials.
- There is an over-dependence on textbooks to guide and inform some teachers' planning. Individual planning should clearly document intended learning outcomes for lessons, and should be more closely linked to curriculum objectives and informed by whole-school curriculum plans.
- An appropriate range of assessment strategies is used to track pupils' progress. Teachers are commended for enabling pupils to set their own learning goals, and the introduction of pupils' self-assessment and peer review.
- The quality of arts education throughout the school is excellent, and teachers are highly commended for the very high quality delivery of the Arts curriculum. There are impressive displays of pupils' art throughout the school. Of particular note, all pupils learn to play the recorder in every class. This programme is very successfully coordinated.
- The quality of teaching provided for pupils with special educational needs is good. The school effectively utilises the NEPS *Continuum of Support* to implement the staged approach to support provision. Support teachers are advised to balance progressing pupils in the mainstream curriculum while addressing their identified prioritised learning needs.

## **3. Support for pupils' well-being**

- Support for pupils' well being is of a very good quality. The development of a purposeful approach to teaching of Social Personal and Health Education (SPHE) and helping pupils to internalise and generalise learning outcomes is being implemented as part of the school self-evaluation (SSE) process.
- Pupils are very well managed. The school is very aware of the social and environmental factors affecting individual pupils' well-being and discretely provides appropriate supports. In questionnaire responses almost all pupils said there were clear rules against hurting each other, and that they know how to get help in school if they are being bullied. Almost all parents agreed that their children feel safe and well-looked after in school.
- 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**

- Management and leadership of the school is very effective. The board of management is very committed to school improvement and providing for the educational needs of the pupils. The Parents' Association is very actively involved in supporting the work of the school.
- The principal provides very effective leadership to the school. She has led the development of very good whole-school policies and curriculum plans. The in-school management team supports the principal. Their wide-range of administrative, curriculum, and pastoral duties are diligently undertaken and are regularly reviewed. Almost all parents agreed that the school was well run, and that they were happy with the school overall.

#### **5. School Self-evaluation**

- The quality of school self-evaluation is very good. School improvement plans have been drawn up for literacy and numeracy and the agreed strategies are evidenced in every classroom and learning setting.

#### **Conclusion**

The school's capacity to engage in school improvement is very good. A strategic plan for improvement is in place, and teachers are committed and enthusiastic. School enrolment is increasing year on year. Plans to open a special class for pupils with Autistic Spectrum Disorder in September 2016 are well-progressed.

# **Appendix**

## **School response to the report**

### **Submitted by the Board of Management**

#### **School response: Part A**

The Board of Management of St Killian's SNS welcomes this very positive and affirmative WSE report.

The report acknowledges and affirms the commendable learning achievements and the quality of teaching in our school. The Board notes that the report also affirms the very high standard of support for pupils' well being and the very effective management and leadership within the school.

The Board is particularly pleased that the learning outcomes in literacy are very good and that the staff are highly commended for their provision of an excellent quality of arts education. The Board also notes that the learning progress of our pupils with special educational needs is of a high quality.

The Board congratulates the principal and all members of staff for their dedication and hard work and also commends our parents for their continued support.

#### **School response: Part B**

We fully accept the findings and recommendations and these will form the basis for future planning and school self-evaluation and will be reflected in policy and practice in the future.