



Lady Of Good Counsel Boys Senior Ns
Mourne Road
Drimnagh
Dublin 12

19669S

FREAGAIRT SCOILE / SCHOOL RESPONSE

FREAGAIR LAISTIGH DE DHEICH LÁ SCOILE / RESPOND WITHIN TEN SCHOOL DAYS

DÁTA FILLTE / RETURN DATE: 08/05/2024

Chuig/To: Stephen Brett, Príomhoide/Principal

Cc: Carmel Smith, Cathaoirleach BB/Chairperson BoM

Archbishop Dermot Farrell , Pátrún na scoile/ School Patron

Dáta/Date: 23/04/2024

A chara,

Please find attached the final report of a recent inspection undertaken in your school. This copy of the report is being sent to the principal, to the chairperson of the board of management and to the school's patron or trustees (or the chief executive of the Education and Training Board) in line with the provisions contained in *Guidelines for the Publication of School Inspection Reports* (Revised 2015) and *Education Act 1998* (*Publication of Inspection Reports on Schools and Centres for Education*) *Regulations 2015*. Depending on the language of instruction in your school, the inspection report may be available in both Irish and English.

Your attention is drawn in particular to Chapter 3 of the *Guidelines*, where the timeframes are set out. These allow **ten school days for the return of the School Response Form** (attached).

Distribution of the report

Section 3 of the *Guidelines* provides that the chairperson of the board of management or a person authorised by him/her will provide a copy of the report to all teachers affected by the visit and to the members of the board of management, (see Section 3.3 of the *Guidelines*). This should be done immediately.

School response

Section 3.4 of the *Guidelines* outlines how the board of management can respond to the report. The school's response should be submitted on an *Inspection Report School Response Form* and returned by email to reports_inspectorate@education.gov.ie reports **before the due date outlined above**.

An electronic copy is available in the School Forms section of the Inspectorate Reports page which is available under Education on <https://www.gov.ie/en/form/inspection-report-forms/>

When responding, the board may choose **one** of the following options:

- **OPTION A:** The board may accept the report without comment. In this case, the chairperson of the board should choose Option A on the *Inspection Report School Response Form*, sign the form and return it by email to the address below.
- **OPTION B:** The board may wish to respond formally to the report. In this case, the chairperson should choose Option B on the *Inspection Report School Response Form* and include the *School Response* in the boxes provided. The chairperson should then sign the form and return it by email to the address below.

Guidance on writing a school response is contained in Section 3.5 of the *Guidelines*. The school response is an opportunity for the school to comment on the **contents** of the report and to highlight the **follow-up actions** which it proposes to take (or has already taken) following the visit. Please note that comments on the **process** or **reference to the Inspector** should not be included in the school response

Expressions of thanks to school staffs, the inspector or others should not be included. The total length of the school response should not exceed 500 words.

In the case of Option A or Option B, the *Inspection Report School Response Form* should be returned by the chairperson of the board by email to the address below before the due date outlined above. In schools operating under the auspices of an Education and Training Board (ETB), the *School Response Form* must be completed in consultation with the chief executive of the ETB.

- **OPTION C:** The board may be dissatisfied with the report and/or the visit and may seek a review of under Procedure for Review of Inspections carried out by the Department of Education Inspectorate under Section 13 (9) of the Education Act 1998 (revised 2022). In this case, the chairperson should request a review by writing to the Chief Inspector, Department of Education, Marlborough Street, Dublin 1, DOI RC96. The request for a review must be received by the Chief Inspector before the due date outlined above. A copy of the Procedure for Review is available on the website of the Department.

No reply

If no correspondence is received in respect of a School Response and if a request for a review under the Procedure for Review of has not been received before the due date, it will be assumed that the board of management does not wish to make a response and the report will then be prepared for publication and/or issued to the school.

Publication/Issue of the report Following receipt of the *School Response Form*, the Inspectorate will prepare the school inspection report for publication/issue to the school. Normally, a copy of the School Response will be included in the published version of the report or the version issued to the school. If for any reason, the Department opts not to publish/include the School Response with the report, it will inform the board of management of this decision and the reason for it.

Forms should be emailed to:
reports_inspectorate@education.gov.ie

Is mise, le meas,
Margaret OGrady

Pp: Declan Cahalane
Assistant Chief Inspector

Inspection Report School Response Form

Forms should be emailed to: reports_inspectorate@education.gov.ie

School details	Lady Of Good Counsel Boys Senior Ns Mourne Road Drimnagh Dublin 12 19669S
Inspection details	CEM conducted on 21/03/2024
Date of issue of inspection report	23/04/2024
For office use	Inspection Number: 39293

Please choose option A, or B, or C

OPTION A	The board accepts the report as the final inspection report available for final issue and does not wish to respond formally to the report	
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OPTION B	The board accepts the report as the final inspection report available for final issue and wishes to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the final report. The board's response is submitted below.	
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OPTION C	The board does not accept the report as the final inspection report and is making a request for a review of the inspection under the <i>Procedure for the review of inspections carried out by the Department of Education Inspectorate under Section 13(9) of the Education Act 1998</i> . The board will submit/has submitted a written request for a review to the Office of the Chief Inspector.	
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School response: Part A

Please comment on the content of the inspection report (approximately 100-150 words)

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School response: Part B

Please indicate the actions that the school has taken or plans to take to address each of the recommendations in the report (approximately 350 -400 words)

Signature

Chairperson, Board of Management	<i>Print name:</i>
	<i>Signature:</i>
	<i>Date:</i>

This form must be signed by the chairperson of the board of management of the school. In the case of a school operating under the auspices of an Education and Training Board, the form must be completed by the chairperson of the board of management in consultation with the Chief Executive (or nominated officer) of the Education and Training Board.

The form must be returned to the Inspectorate Secretariat within ten schools days of the date of issue of the final report for school response.



An Roinn Oideachais
Department of Education

Curriculum Evaluation: English Report

REPORT FOR SCHOOL RESPONSE

Ainm na scoile/School name	Lady Of Good Counsel Boys Senior Ns
Seoladh na scoile/School address	Mourne Road Drimnagh Dublin 12
Uimhir rolla/Roll number	19669S
Dáta na cigireachta/ Date of evaluation	21/03/2024
Dáta eisiúna na tuairisce/ Date of issue of report	23/04/2024

What is a curriculum evaluation?

Curriculum evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum (1999)* and the *Primary Language Curriculum (2019)*. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

How to read this report

During this inspection, the inspectors evaluated learning and teaching in English under the following headings:

1. Quality of pupils' learning outcomes
2. Supporting pupils' learning through learning experiences and teachers' practice
3. The effectiveness of school planning, including SSE, in progressing pupils' learning

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

Actions of the school to safeguard children and prevent and tackle bullying

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<i>Child Protection</i>	<i>Anti-bullying</i>
<ol style="list-style-type: none">1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.	<ol style="list-style-type: none">1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> or <i>Bí Cineálta (2024)</i> and this policy is reviewed annually.2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and pupils.

The school met the requirements in relation to each of the checks above.

Curriculum evaluation

Date of inspection	20/03/2024 – 21/03/2024
Inspection activities undertaken <ul style="list-style-type: none">• Discussion with principal and teachers• Review of relevant documents• Pupil focus-group interview	<ul style="list-style-type: none">• Observation of teaching and learning• Examination of pupils' work• Interaction with pupils• Feedback to principal and teachers

School context

Our Lady of Good Counsel Boys' National School is an all-boys' school located in Drimmagh, Dublin 12. The school operates under the patronage of the Catholic Archbishop of Dublin. At the time of the evaluation, there were eight mainstream class teachers, an administrative principal, five special education teachers (SET) and a special class teacher. There were 132 boys enrolled from second class to sixth class. The school participates in Delivering Equality of Opportunity in Schools (DEIS), the action plan of the Department of Education for educational inclusion.

Summary of main findings and recommendations:

Findings

- The overall quality of pupils' learning in English was very good with pupils demonstrating notable levels of enjoyment and motivation to learn.
- Pupils' learning experiences were of an exceptionally high standard with excellent levels of interest and participation in learning.
- The quality of teaching was highly commendable; teachers ensured that all pupils were challenged and experienced success as learners.
- The quality of assessment was good overall.
- Curricular leadership was exemplary; teachers were supported to develop their teaching and implement evidence-based practices to improve pupils' learning.
- The effectiveness of school planning, including School Self-Evaluation (SSE), in progressing pupils' learning was outstanding.

Recommendations

- In some instances, targets and tasks for pupils in need of support did not meet their priority learning needs. Teachers and SET should ensure that assessment information is used to draw up targets and plan learning tasks to meet pupils' priority learning needs.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The overall quality of pupils' learning in English was very good. Pupils demonstrated notable levels of enjoyment of and motivation to learn. They showed very positive attitudes to reading, writing, participating in discussions, and learning new words. During interactions with the inspectors, pupils expressed high levels of enjoyment in writing their own stories.

During lessons, pupils could complete challenging writing and reading tasks and could describe their progress. Pupils viewed themselves as competent communicators and could respond critically to what they had read and experienced. They could ask and answer a range of high-quality questions and use imaginative and figurative language to reflect upon real and imaginary

contexts. During lessons observed, pupils could recall and use new vocabulary from their reading texts. They were also able to summarise pieces of text, make predictions, and make connections with prior reading and experiences.

Assessment information indicated that the majority of pupils had made very good progress in the area of independent reading comprehension skills. A significant minority of pupils experienced challenges performing independent reading comprehension tasks without teacher scaffolding. Teachers should ensure that pupils are supported to develop independent reading comprehension skills.

Pupils contributed very effectively to class and small group discussions about tasks they had completed or texts they had read. Pupils had very good knowledge of writing genres and could talk confidently about their own writing. Supported by teachers, pupils could use a variety of simple and complex sentence structures to draft and publish their work across a range of writing genres.

In the focus group, pupils reported very high levels of enjoyment of writing and sharing summaries, asking questions, and giving feedback to their peers. They also said they really enjoyed having their writing displayed, being praised by their teachers for writing, and sharing their typed and completed work with their families.

2. Supporting pupils' learning outcomes through learning experiences and teachers' practice

Pupils' learning experiences were of an exceptionally high standard with excellent levels of interest and participation in learning. Teachers set high expectations for all pupils and created environments that promoted literacy and scaffolded pupils' learning. Pupils were given opportunities to engage in high quality collaborative and independent learning tasks.

Teachers used an effective whole-school approach to recording pupils' engagement in the writing process. Pupils used digital technologies to publish final drafts of writing, read about topics of choice, and access reading material. Pupils read a wide range of novels and graded readers. Teachers facilitated purposeful discussions about novels. Pupils used copybooks to record their responses to text. In the focus group discussions, the pupils described how sharing their responses to their reading helped them to discuss novels. They also reported that the school helped them to learn and use new vocabulary.

Pupils demonstrated initiative, independence, perseverance, and confidence during tasks. They were very familiar with routines and responded to the high expectations shown by their teachers. Exceptionally respectful and purposeful interactions were observed by the inspectors.

The quality of teaching was highly commendable; teachers ensured that pupils were challenged and experienced success as learners. Teachers ensured exemplary levels of participation in discussion through skilful scaffolding and extension of pupils' learning. They ensured that pupils learned new vocabulary and phrases through a systematic whole-school approach to vocabulary development and the provision of meaningful communication opportunities to pupils. Routines and structures to promote quality teaching were embedded by teachers. A shared understanding of effective literacy pedagogies was evident amongst staff and school leaders.

The quality of assessment was good overall. A range of assessment approaches was in place to support teachers' monitoring of pupils' learning; approaches included teacher observation, writing conferences and formative feedback on pupils' writing. Assessment information was also used by teachers to plan short, focused lessons on aspects of writing in response to pupils' learning needs. Reading fluency and comprehension, spelling and vocabulary were also monitored by teachers. A review of assessment information indicated that pupils had made progress in some aspects of literacy and that a significant minority of pupils found it difficult to complete reading comprehension tasks independently. While support plans were in place for these pupils, some further development is required to provide more detailed assessment information to identify pupils' priority learning needs. This assessment information should also

be used in some support settings to set more focused learning targets and tailor aspects of learning tasks to meet pupils' priority learning needs.

3. The effectiveness of school planning, including SSE, in progressing pupils' learning

The effectiveness of school planning, including SSE, in progressing pupils' learning was outstanding. The school had a whole-school literacy plan in place to guide teachers' practice. The impact of the plan on pupils' learning outcomes and learning experiences was exemplary. In addition, the school had a three-year improvement plan in place with a clear focus of development for each year.

Curricular leadership was of an exceptionally high standard. Supported by other school leaders, the principal and teacher with responsibility for curricular leadership in English created a highly commendable culture of improvement, collaboration, and innovation. Teachers had responded to pupils' learning needs and built collective expertise to support the achievement of very high-quality learning outcomes and facilitating notable learning experiences for pupils.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Examples of descriptive terms
Excellent	Provision that is excellent is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	Provision that is very good is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	Provision that is good is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	Provision that requires improvement to achieve a good standard is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	Provision that requires significant improvement to achieve a good standard is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective