



An Roinn Oideachais
Department of Education

Curriculum Evaluation: English Report

REPORT

Ainm na scoile/School name	Scoil Naomh Bhríde
Seoladh na scoile/School address	Carn Moneygold County Sligo
Uimhir rolla/Roll number	17725P
Dáta na cigireachta/ Date of evaluation	03/12/2024
Dáta eisiúna na tuairisce/ Date of issue of report	30/01/2025

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 inspector 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.

Included in this curriculum evaluation report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations.

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.

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	03/12/2024
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

Scoil Naomh Bhríde, is a co-educational mainstream school, which operates under the patronage of the Roman Catholic Bishop of Elphin. Staff comprises a teaching principal, one mainstream class teacher, and one special education teacher who is shared with other schools. Thirty-nine pupils are currently enrolled in the school.

Summary of main findings and recommendations:

Findings

- The overall quality of learning was very good. Pupils enjoyed their lessons and displayed high levels of motivation in their learning.
- The quality of pupils' learning outcomes was very good with commendable attainment achieved in standardised assessments.
- The quality of teaching was very good overall; teachers set and communicated suitably high expectations for all pupils.
- The quality of assessment was very good; assessment approaches included the use of the analysis of assessment data in identifying the next steps in learning for pupils.
- The quality of school planning, including school self-evaluation (SSE), in progressing pupils' learning was very good.

Recommendations

- In extending and developing the excellent practice observed and optimising the learning experiences of all pupils, all teachers should now more consistently provide opportunities for purposeful pupil collaboration and discussion with their peers during lessons.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The overall quality of learning was very good. Pupils enjoyed their lessons and learning and displayed high levels of motivation and interest in their learning overall. Pupils demonstrated high-level enquiring dispositions, critical thinking, and problem-solving skills in their learning. Respectful interactions with and among pupils were a highly successful and well-established feature in the school.

The quality of pupils' learning outcomes was very good overall. Pupils engaged with enthusiasm in their learning activities and displayed eagerness in demonstrating their learning to teachers and their peers. Pupils had good ability in oral language and could articulate very capably their enjoyment of their various activities as well as future ambitions in literacy learning, performance of skills mastered and sharing of their achievements in English.

Almost all pupils agreed during the focus-group discussion held as part of the evaluation that they enjoyed their learning, in particular learning about new topics. All pupils agreed that their teachers provided very good explanations about new topics. All pupils agreed that the use of digital technologies was a very successful approach in promoting and sustaining pupil engagement and enjoyment in their learning. Opportunities to engage in collaborative opportunities was also a key feature of enjoyment and learning for pupils. Pupils expressed a wish to engage in more oral language activities such as debating. These very worthwhile views of pupils should be explored further in reaching a consensus in agreeing next steps regarding the extension and enrichment of pupils' oral language skills.

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

The overall quality of learning experiences was very good. Very good quality displays were evidenced at the school entrance and throughout the school of written work completed to a good standard in various writing genres such as recount, narrative and report writing. Pupils were provided with a successful integrated language experience in English. There was a commendable focus on the incidental use of Irish dispersed throughout interactions, where the use of poetry and rhyme enhanced the learning experiences of all pupils. The connection between languages and the transfer of skills were promoted well.

Pupils had access to a wide range of resources including digital technologies and well-stocked classroom libraries. The school had organised visitors to the school in the promotion and enjoyment of literacy, for example parents, local authors, historians, academics, sportspeople, and past pupils.

Pupils demonstrated good ability and motivation to engage in and persist with tasks. Pupils reflected on their progress in learning in all lessons.

The quality of teaching was very good overall. This was evidenced in the attention to detail in teacher's recorded preparation, which supported teaching very well and demonstrated a very good knowledge of the language curriculum. Teachers set and communicated suitably high expectations for all pupils verbally. To further enhance this very worthwhile aspect of teaching, consideration should be given to providing visual reference to pupils in enhancing pupil responsibility for learning.

Teachers prepared learning environments that facilitated high quality interactions between teachers and pupils. They promoted and celebrated an appreciation of language, which was highly evident in the many projects and displays throughout the school in classrooms and hallways.

All teachers utilised a variety of successful teaching approaches including whole-class and individual work. In the excellent practice observed, very successful paired and group work utilising the interests of pupils in establishing a strong focus for the collaborative work of pupils was provided. This exemplary practice should now be further extended and embedded across the school in further enriching the provision of peer challenge and support for all pupils.

The quality of assessment was very good. Teachers used a range of successful questioning techniques to elicit and extend good quality responses from pupils. Questioning was also used to scaffold learning and to monitor the quality of learning achieved during lessons. Teachers provided regular and specific praise during lessons and pupils' written work was carefully monitored. Assessment approaches also included the use of the analysis of assessment data in identifying the next steps in learning for pupils. Teachers had also successfully incorporated pupil self- and peer-assessment approaches, which provided pupils with very good opportunity for critical self and peer reflection about their progress in learning.

Teachers had engaged very well with a variety of professional learning opportunities for the benefit of pupils and the school.

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

The quality of school planning, including SSE, in progressing pupils' learning was very good. The school had identified wellbeing for the next cycle of SSE with very effective links made in the promotion and development of positive literacy-specific dispositions and attitudes in pupils. The previous cycle in SSE contained a particular focus on the development of pupil attainment in writing genres, which had a very positive impact, and was actively maintained. Recently updated school policies and plans reflected recent curricular and organisational developments; they also provided very good guidance for teachers regarding whole-school approaches and implementation of the *Primary Language Curriculum* (2019).



An Roinn Oideachais
Department of Education

For the pupils of **Scoil Naomh Bhríde** about their learning in **English**

Date of inspection: 03/12/2024



Introduction

Your school had an inspection of English recently. This page for pupils describes what the inspector found and gives ideas about what the school should do to make learning better.



Meeting with pupils

The inspector visited classrooms and talked to teachers and pupils about the work they were doing. An inspector also met with a focus group of pupils to talk to them about their learning.



What did the inspector find?

Here are some of the main things:

- Pupils' learning was very good.
- The teaching was very good overall.
- Teachers used very good planning and assessment to understand what the next steps in learning should be for pupils.



What the inspector said the school should do to make learning better

Excellent teaching was provided for some pupils where pupils worked together and discussed their learning. This very good approach should more regularly be used for all pupils.

**Thank you for taking the time to read this page.
A special thank you to pupils who took part in the focus group.**

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 of Scoil Naomh Bhríde welcomes the publication of this very positive Curriculum Evaluation in English and accepts the content and findings of the report. The report recognises the very high standard of work and the very high quality of literacy teaching and learning throughout our school.

The findings of the report affirm the high quality of school planning and assessment in progressing pupils' learning and the board is pleased with the recognition of the high expectations set for all of our pupils' and the commendable attainment achieved by our pupils in standardised tests.

We are delighted that the very high levels of enthusiasm, motivation and enjoyment demonstrated by our pupils in their learning was recognised. We are particularly pleased that the report acknowledges the respectful interactions, high-level enquiry, critical thinking and problem-solving skills displayed by our pupils. The board appreciates that the quality of teaching, effective collaboration, planning and assessment by our teaching staff was recognised and highlighted.

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

The board of management and staff of Scoil Naomh Bhríde welcome the findings and recommendation in the inspection report. The board is committed to maintaining the very high standards acknowledged in the report and to addressing the recommendation to further enrich pupils' learning experiences.

While excellent practice was observed in optimising the learning experience of all pupils, we welcome the recommendation to further develop consistent and purposeful pupil collaboration and discussion with their peers during lessons. The teaching staff will continue to extend opportunities for purposeful pupil collaboration and peer discussion and will provide for this in teacher planning and classroom practice.

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