



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Curriculum Evaluation: English REPORT

Ainm na scoile/School name	Scoil Náisiúnta Naomh Uinseann
Seoladh na scoile/School address	Coolarne Turloughmore Athenry County Galway
Uimhir rolla/Roll number	16857E
Dáta na cigireachta/ Date of evaluation	20/11/2025
Dáta eisiúna na tuairisce/ Date of issue of report	13/01/2026

What is a curriculum evaluation?

Curriculum evaluations currently report on the quality of teaching and learning in specific subjects and curriculum areas of the Primary School Curriculum (1999), and the redeveloped Primary Curriculum (2025). They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject or curriculum area 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 of the school 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>Bí Cineálta</i>
<ol style="list-style-type: none">1. The name of the DLP and the Child Safeguarding Statement (CSS) are prominently displayed near the main door of the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS.2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.3. All teachers visited were aware of who to go to if they had a child protection concern.	<ol style="list-style-type: none">1. The school has developed an anti-bullying policy using Appendix A of <i>Bí Cineálta</i>, it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it.2. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and students/pupils.3. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of <i>Bí Cineálta</i>

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

Curriculum evaluation

Dates of inspection	19/11/2025 and 20/11/2025
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 Náisiúnta Naomh Uinseann is a co-educational school located approximately eleven kilometres from Athenry, County Galway. It operates under the patronage of the Catholic Archbishop of Tuam. At the time of the evaluation, the school had three mainstream class teachers and two special education teachers (SETs), including the principal. One of the SETs based in the school also works in two other schools in the locality. There were sixty-eight pupils enrolled at the time of the evaluation.

Summary of main findings and recommendations:

Findings

- The overall quality of pupils' learning in English was good. Most pupils read with very good fluency and expression.
- Pupils' learning experiences were of a very good quality.
- The overall quality of teaching in the lessons observed was very good. Teachers prepared meaningful learning activities for pupils, and it was highly commendable that these were differentiated to support the learning needs of all of the pupils.
- School planning, including school self-evaluation (SSE), was effective in supporting pupils' learning.
- Pupils in the focus group reported that they benefitted from self-assessment strategies they had learned and used these to support their writing and the presentation of their projects.

Recommendations

- To further develop pupils' oral language skills, a whole-school approach to the teaching of the breadth of the oral genres, based on the *Primary Language Curriculum*, should be agreed and implemented.
- To further support the development of pupils' critical literacy skills, small-group literacy instruction should be introduced at whole-school level.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The overall quality of pupils' learning in English was good. Pupils' early literacy skills including syllabification, phonemic awareness, and word-attack skills were very well developed. Most pupils read with very good fluency and expression. Pupils in infant and junior classes could discuss the conventions of print confidently. Commendably, pupils in all classes read texts at their instructional level and pupils in middle and senior classes read a few novels to develop their reading and comprehension skills. Pupils in the focus group reported that they enjoyed reading novels. At a few class levels, pupils' critical literacy skills were very well developed. While pupils at all class levels could discuss aspects of texts they had read or had read to them,

there was a need for all teachers to explicitly teach the comprehension strategies as outlined in the school plan for English. To further support the development of pupils' critical literacy skills, small-group literacy instruction should be introduced at whole-school level.

The majority of pupils demonstrated a good understanding of some of the writing genres. They could discuss some of the genre frameworks confidently with the inspector and identify how the genres could be used in real-life situations. Good quality samples of pupils' writing in the recount and procedural genres were displayed in copybooks and on classroom walls. There was evidence of pupils' engagement in open-ended writing tasks in response to texts read and personal experiences. However, there was scope to provide pupils with more opportunities to engage in open-ended writing tasks. Pupils' presentation of their work in copybooks was good, overall. A whole-school approach to handwriting and the presentation of work should be agreed and implemented.

Pupils demonstrated very good engagement. They could explain social conventions and how to engage in, and sustain, conversations. Pupils at some class levels could engage in high-quality discussion on their learning with the inspector. Pupils had opportunities to present their project work to their peers. Their engagement in debating activities was limited. To further develop pupils' oral language skills, a whole-school approach to the teaching of the breadth of the oral genres, based on the *Primary Language Curriculum*, should be agreed and implemented. Pupils in infant classes recited a broad range of rhymes with great clarity and enthusiasm. Pupils at all class levels had studied a range of poems, and middle and senior class pupils could identify some of the features of poetry. Pupils had engaged in some poetry writing, including composing acrostic poems and limericks.

Pupils' digital literacy skills were effectively developed in middle and senior classes as they conducted research and presented their projects across curricular areas.

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

Overall, pupils' learning experiences were very good. Highly respectful interactions were observed between teachers and pupils, and pupils and their peers. All pupils collaborated very effectively on learning tasks during the lessons observed. Learning environments were supportive of pupils' learning in English, and included displays of the writing genres being explored, relevant comprehension strategies and high-quality word walls. There was scope to further develop the display of cross-curricular literacy in classrooms and on corridors. The student council arranged regular meetings, maintained minutes of their meetings, and published a report on their work annually. These high-quality learning experiences demonstrated the real-life use of report writing. Pupils in the focus group discussed the visit of an author to the school and explained that they had opportunities to interview other external speakers who visited the school. They enthusiastically described their engagement in an animation workshop that included the creation of voice-over dialogue.

The overall quality of teaching in the lessons observed was very good. All teachers demonstrated very good classroom management skills. Teachers were well prepared for lessons, shared the learning intention with the pupils at the start of lessons and structured lessons effectively. It was highly commendable that some playful approaches were used. A range of methodologies was observed, including whole-class teaching, group work, games and the use of photographs and story. Pupils in the focus group reported that they would like to play more language games during lessons. All teachers modelled high-quality vocabulary and encouraged pupils to use the topic-specific vocabulary during the lessons and learning activities. Teachers prepared meaningful learning activities for pupils, and it was highly commendable that these were differentiated to support the learning needs of all of the pupils in the class. Teachers used good questioning to elicit pupils' understanding. There was scope to use more open-ended questions in a few lessons to support more pupil-led discussion.

Support for pupils who had been prioritised for support in English by the school's special education team was provided through both in-class and withdrawal models of support teaching. The Student Support Files reviewed by the inspector contained a log of actions, checklists, and Student Support Plans. Overall, specific and measurable learning targets were identified in the

Student Support Plans. While reviews of the Student Support Plans were conducted, it is recommended that pupils' progress towards the achievement of their learning targets be recorded in these reviews.

A range of assessment strategies was observed, including teacher tasks and tests, checklists and samples of pupils' work. Pupils in the focus group reported that they benefitted from self-assessment strategies they had learned and used these to support their writing and the presentation of their projects. It was highly commendable that some teachers provided written formative feedback to pupils on their work. This practice should be extended across the school to support pupils in improving their work.

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

School planning was effective in progressing pupils' learning. The whole-school plan for English provided very good guidance to teachers on the implementation of the *Primary Language Curriculum*. All teachers should ensure that all aspects as the *Primary Language Curriculum*, as outlined in the plan, are implemented consistently. When agreed, the whole-school approach to the teaching of the breadth of the oral genres should be included in the school plan.

The school engaged effectively in the SSE process in the area of literacy, including the involvement of all teachers, parents, and pupils and the publication of a school improvement plan. As the school continues to engage in the SSE process, more specific and measurable targets should be identified. These targets should be monitored and reviewed regularly.



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**For the pupils of Scoil Náisiúnta Naomh
Uinseann about their learning in English
Dates of inspection: 19/11/2015 and
20/11/2025**



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.



What did the inspector do during the visit?

The inspector visited classrooms and talked to teachers and pupils about the work they were doing. The 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 in English was good in the school. Most pupils were very good at reading.
- The teaching was very good in the lessons seen by the inspector.
- Pupils in the focus group were glad that teachers had taught them to think about their writing and how they presented their projects.



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

- Teachers should help pupils to practise their speaking skills for a variety of purposes.
- Teachers should give pupils opportunities to read and discuss books in small groups.

**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 Náisiúnta Naomh Uinseann (Coolame N.S.) welcomes the positive findings of the recent English evaluation and is pleased that the quality of pupils' learning experiences and teaching practice was recognised. The Board notes positively that the overall quality of pupils' learning in English was good, with most pupils demonstrating very good fluency and expression in reading. The Board acknowledges the planned and purposeful approaches evident in the planning and delivery of engaging, meaningful and appropriately differentiated learning experiences that support the needs of all pupils. We are encouraged by the positive feedback regarding effective school planning and school self-evaluation practices, as well as pupils' purposeful use of self-assessment strategies to enhance their writing and project work. The Board affirms its continued support for ongoing professional collaboration and reflective practice to ensure sustained improvement in teaching and learning across the school.

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 welcomes the recommendations outlined in the report and acknowledges their importance in further enhancing our pupils' learning experiences.

In response to the recommendation regarding oral language, the Board supports the development and implementation of a whole-school approach to the teaching of the breadth of the oral genres aligned the Primary Language Curriculum. Our teaching staff will ensure this approach is agreed, planned for, and implemented, supported by appropriate professional development where necessary.

In relation to the development of pupils' critical literacy skills, the Board endorses the introduction of small-group literacy instruction at a whole-school level. Teachers will work together creating a whole-school approach for this implementation and practice through ongoing planning, professional collaboration and school self-evaluation processes.

The Board of Management is committed to supporting the school community in implementing these recommendations in order to further improve teaching and learning outcomes for all 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