

An Roinn Oideachais agus Scileanna
Department of Education and Skills

Curriculum Evaluation
English

REPORT

Ainm na scoile / School name	Scoil Náisiúnta Teampall Doire
Seoladh na scoile / School address	Templederry Nenagh County Tipperary
Uimhir rolla / Roll number	18557C

Date of inspection: 08-05-2019



WHAT IS A CURRICULUM EVALUATION?

Curriculum Evaluations report on the quality of teaching and learning in specific subjects of the *Primary School Curriculum* (1999). 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
2. Supporting pupils' learning through learner 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.

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.

CHILD PROTECTION

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

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.

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

Curriculum Evaluation

Date of inspection	08-05-2019
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 Teampall Doire (Templederry National School) is a rural, co-educational primary school situated in the village of Templederry, near Nenagh, Co. Tipperary. Under the patronage of the Catholic Bishop of Killaloe, the school has four mainstream teachers, one of whom is the principal, and two special education teachers (SETs). At the time of the evaluation, there were ninety-nine pupils enrolled.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

FINDINGS

- Pupils' learning in English is very good.
- The learner experiences provided are very good overall; there are opportunities to further develop classroom libraries and the print-rich environment.
- Teaching is very good; some opportunities are provided for pupils to engage in talk and discussion.
- The overall quality of assessment is very good.
- Whole-school planning and most individual teachers' planning for English is very good; a school-wide approach to individual teachers' planning has not been agreed.

RECOMMENDATIONS

- Classroom libraries and print-rich elements should be further developed throughout the school.
- Pupils should be given more opportunities for talk and discussion during English lessons.
- Agreed school-wide approaches to individual teachers' planning should be adopted, to cater more effectively for pupils with special educational needs (SEN).

DETAILED FINDINGS AND RECOMMENDATIONS

1. THE QUALITY OF PUPILS' LEARNING

The overall quality of pupils' learning in English is very good at each class level. Almost all of the pupils achieve very good learning outcomes in oral language, reading and writing. They enjoy their learning and are well motivated to learn.

In the group discussion with pupils from the senior classes, the pupils expressed very positive attitudes to learning English. They reported that they enjoyed learning new words, working together in groups and reading silently, and stated that their learning in English helps them in other subjects.

Overall, good attention is given to developing pupils' oral language skills. Most pupils can describe, give information, predict and explain points of view confidently. The provision of more frequent opportunities for talk and discussion should further enhance the pupils' oral language skills.

The standard of reading achieved by most pupils is very high. The pupils at each class level work actively and collaboratively on analysing and interpreting a wide variety of texts. Almost all pupils in the junior classes demonstrated good phonological awareness and word-attack skills. Higher-order literacy skills are very well developed in the middle and senior classes, with the pupils demonstrating very good comprehension of what they have read.

Samples of the pupils' work in writing across a variety of genres can be seen in their copybooks, in portfolios of their written work, and on display in classrooms and in public areas of the school. This work ranging from the junior to the senior classes is of a high standard.

2. SUPPORTING PUPILS' LEARNING: LEARNER EXPERIENCES AND TEACHERS' PRACTICE

The pupils' learning is very well supported at each class level. The pupils engage in a wide range of meaningful learning activities in English. The experiences provided are both challenging and achievable. The pupils are encouraged to develop a sense of responsibility for their own learning, with regular opportunities provided to work together in pairs and in groups.

While the school is well stocked with books of various kinds, there is a need to further develop classroom libraries as more stimulating reading and research centres. There is also a need to further enhance the print-rich environment in some areas of the school, for example by improving signage, and providing more information and educational charts.

The overall quality of teaching is very good. Differentiated teaching methods, catering for the range of pupil abilities, are working very well. The group work organised for reading and studying novels at each class level is particularly praiseworthy. The teachers' questioning approaches are very effective overall. There is a need, however, to provide more opportunities for the pupils to engage in talk and discussion at each class level.

The quality of whole-school assessment is very good. Most class-based assessments are very good, with some scope for development in a small number of cases. The monitoring of pupils' written work is very good at most class levels. It is recommended that more emphasis be placed on providing formative feedback in writing in some classes.

3. THE EFFECTIVENESS OF SCHOOL PLANNING, INCLUDING SSE, IN PROGRESSING PUPILS' LEARNING

School-wide curriculum planning, based on effective SSE, is very good. Most individual teacher planning is also very effective. Commendably, this planning is based on the principles of the *Primary Language Curriculum*, where appropriate. Going forward, there is a need for planning approaches, especially for pupils with SEN, to be agreed and implemented on a whole-school basis.

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report

The Board are very happy with the report and the very high standard attained reflects the hard work and dedication of the staff. We are also delighted to receive recognition from the inspector during the visit for the various literacy comprehension, team teaching, early intervention and e-portfolio strategies in situ at the school. We were also particularly proud of the collaborative approach adopted to developing our Whole School Plan for English. Finally, we would like to place on record that Templederry National School had a Whole-School Evaluation: Management, Leadership and Learning (WSE-MLL) in 2013 but it wasn't published as it was a pilot scheme at the time.

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

In line with recommendations, the following adjustments have been made:

- SEN Teachers are adopting the format of Student Support Files into their plans.
- We are taking steps to update some of the reading material available.
- New signage, previously on order, is now in place.

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	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is outstanding and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;