

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

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

**REPORT**

<b>Ainm na scoile / School name</b>	Scoil Chlíodhna Community National School
<b>Seoladh na scoile / School address</b>	C/O Carrigtwohill GAA Club Carrigtwohill
<b>Uimhir rolla / Roll number</b>	20442U

**Date of inspection: 02-10-2019**



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An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

## **WHAT IS WHOLE-SCHOOL EVALUATION – MANAGEMENT, LEADERSHIP AND LEARNING?**

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

## **HOW TO READ THIS REPORT**

During this inspection, the inspectors evaluated and reported under the following headings or areas of enquiry:

1. The quality of pupils' learning
2. The quality of teaching
3. The quality of support for pupils' well-being
4. The quality of leadership and management
5. The quality of school self-evaluation

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.
4. The Child Safeguarding Statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2017.
5. The records of the last three board of management meetings record a child protection oversight report that meet the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2017.
6. The board of management has ensured that arrangements are in place to provide information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools, 2017
7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE, Wellbeing).
8. Child protection records are maintained in a secure location.

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

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

<b>Dates of inspection</b>	02-10-2019
<b>Inspection activities undertaken</b>	
<ul style="list-style-type: none"> <li>• Meetings with principal and in-school leadership team</li> <li>• Meeting with representatives of the board of management</li> <li>• Meeting with parent representatives</li> <li>• Meeting with teachers</li> <li>• Review of relevant documents</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of parent and pupil questionnaires</li> <li>• Observation of teaching and learning</li> <li>• Examination of pupils’ work</li> <li>• Interaction with pupils</li> <li>• Feedback to principal, deputy principal and teachers, and to parent and board of management representatives</li> </ul>

### SCHOOL CONTEXT

Scoil Chlíodhna is a co-educational, Community NS under the patronage of Cork Education and Training Board (ETB). The school is situated in Carrigtwohill. It opened in September 2015 and has grown rapidly to 208 pupils, and has pupils up to third class. The school has an administrative principal, eight mainstream class teachers, two teachers who provide support to pupils who learn English as an additional language, one fulltime special education teacher (SET) and one further SET who provides eight hours of support per week. The school has a developing school status and current enrolment incorporates thirty five nationalities.

### SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS:

#### FINDINGS

- The overall quality of pupils’ learning outcomes is good and many pupils’ critical thinking skills are advanced to a high level; there is scope to improve overall standards in oral communication.
- The quality of teaching is good overall with very high quality teaching observed in a significant number of lessons.
- Practice in assessment is very good and includes assessment of knowledge, skills and dispositions.
- The quality of support for pupils’ well-being is very good and school leaders establish an orderly and secure learning environment; high rates of absenteeism among a small number of pupils are a cause for concern.
- The quality of leadership and management is very good and highly effective communication systems operate among all of the stakeholders.
- The school self-evaluation process is very well managed; the process is underpinned by a culture of high aspirations for teachers and pupils.

#### RECOMMENDATIONS

- The school should use the observation, screening and assessment data that is gathered in relation to pupils’ oral language skills and devise and implement a whole-school oral language plan.
- The school should increase its efforts to promote improved pupil attendance.
- The school should continue to expand and embed the very good classroom management and pedagogical practice that was observed in many instances during the evaluation.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. THE QUALITY OF PUPILS' LEARNING

- The overall quality of pupils' learning outcomes is good. Pupils' subject-specific skills and attitudes are, for the most part, at a very good standard. In many instances, their critical thinking skills are advanced to a high level. The development of these skills is supported through the implementation of innovative practice on homework in senior classes, wherein an open-minded and enquiring attitude to learning is successfully fostered. Pupils' autonomy as learners is carefully nurtured and advanced.
- In language and in Social, Environmental and Scientific Education (SESE) lessons, pupils are encouraged to think, to question and to make informed predictions. Commendable emphasis is placed on skills development in Science, Technology, Engineering, and Mathematics (STEM) and this work is commenced at infant level. Pupils' learning experiences in STEM are successfully integrated into their overall learning experience at school.
- Active learning in Mathematics enables pupils to deepen their conceptual understanding as they progress from the use of concrete materials to visual supports to abstract thinking, in a carefully structured process.
- Déantar an-iarracht an Ghaeilge neamhfhoirmiúil a chur chun cinn i ranganna áirithe agus is fiú an dea-chleachtas seo a scaipeadh ar bhonn uile scoile. *Considerable effort is made in some classes to progress informal use of Irish and this practice should be extended throughout the school.*
- The school successfully nurtures the pupils' competence in musical literacy and pupils demonstrate a particular enthusiasm for singing.
- The quality of learning for pupils with special educational needs, including pupils for whom English is an additional language, is very good. The school ethos is realised effectively through policies and practices that actively promote inclusion. Across the cohort of all pupils, and particularly in light of the diverse pupil profile, there is scope to improve overall standards in oral communication, as a significant number of pupils do not yet demonstrate sufficient levels of proficiency in communicating. It is recommended that the school uses the observation, screening and assessment data that is gathered in relation to pupils' oral language skills and devise and implement a whole-school oral language plan. The plan should guide the development of pupils' disciplinary oral language skills and further progress their oral language competencies.
- A broad range of high quality, active learning experiences is provided for pupils. They eagerly contribute their opinions and experiences to class discussions and are respectful of and interested in the opinions and experiences of their peers.

### 2. THE QUALITY OF TEACHING

- The quality of teaching is good overall with a significant number of lessons observed being of a very high quality. Teachers effectively elicit pupils' prior knowledge and support them in developing a deeper understanding of the content taught. This is achieved through appropriate prompting and through provision of specific and formative feedback. Meaningful links are established between lessons and their learning is extended beyond the classroom. A range of effective models is used to provide additional support, including well-planned team-teaching and withdrawal of groups and individuals. Highly effective classroom and pupil management was observed that could now be usefully extended to all classrooms.

- There are high levels of teacher engagement with continuing professional development (CPD) courses, relevant to pupils' learning needs and this engagement in CPD enhances collective practice within the school. Teachers view collaboration as a means to improve pupils' learning and to enhance their own professional development. They engage in constructive collaborative practice which incorporates a review of approaches and methodologies. Teachers demonstrate very good ability to reflect productively on their own professional practice.
- Special education teachers (SETs) are well-informed and have availed of a range of valuable CPD opportunities. The school has embraced the Continuum of Support and there are high levels of collaboration between the support and class teachers. Pupil interventions are carefully planned and successfully implemented. These interventions are informed by the use of diagnostic testing and very clear targets are established in the majority of settings.
- The good practice observed in a number of classrooms in relation to meeting the needs of pupils for whom English is an additional language should be further extended throughout the school, to ensure that pupils' full potential is achieved across the curriculum.
- Practice in assessment is at a very high level and includes assessment of knowledge, skills and dispositions. Teachers' tailor assessment practices to meet individual learning needs and the outcomes of assessment are consistently reflected in planning and teaching.

### **3. THE QUALITY OF SUPPORT FOR PUPILS' WELL-BEING**

- The quality of support for pupils' well-being is very good. School leaders establish an orderly, secure and healthy learning environment and maintain it through effective communication. The school makes good provision for play-based learning, and programmes which support the development of pupils' social, personal and health education are implemented consistently. Diversity is celebrated and the school hosts a number of intercultural events for pupils and their parents.
- Relationships and interactions among pupils and between pupils and teachers are respectful and conducive to well-being. Pupils are rewarded at monthly assembly when they have shown their ability to uphold the school's ethos of kindness, inclusion and respect. Through responses to questionnaires issued to parents as part of the evaluation, almost all agreed that the school helps with their child's social and emotional development.
- While overall attendance is good, and while the school implements some strategies to promote attendance, high rates of absenteeism among a small number of pupils are a cause for concern.

### **4. THE QUALITY OF LEADERSHIP AND MANAGEMENT**

- The quality of leadership and management is very good. The board of management, in collaboration with the principal, teachers and parent representatives actively promotes an inclusive school culture.
- The board plays an active role in policy formulation and review. Representatives who met with inspectors reported that the quality of teaching and learning is the main focus of its work. Members demonstrate a keen awareness of school improvement processes and actively support and promote continuous professional development among teachers.
- The principal provides strong and purposeful leadership. She is committed to providing a broad and holistic learning experience for pupils. She successfully leads progression in the standards of teaching and learning and implements a culture of professional reflection and collaboration. She encourages and expects teachers to develop and extend their teaching,

learning and assessment practices. She manages the needs of this developing school in a most effective manner.

- The in-school leadership team provides significant support to the principal. Team members work purposefully and competently communicate the school's vision, in action planning for improvement and in mentoring and supporting newly appointed teachers.
- The parents' association provides valuable support to the school and the representatives who met with inspectors described their significant participation in the work of the school.
- Very effective communication systems operate among all of the stakeholders. Pupil conferencing is encouraged in younger classes and is formally introduced for pupils in third class. Pupils from first class contribute to their own end-of-year reports. Communication with parents is successfully managed through weekly newsletters, social media, and through the school's website. Parents receive frequent emails where their children's successes in learning are shared. Communication among staff is facilitated through an intranet, a social media application and frequent staff meetings.
- The school regularly provides placements for student teachers. Such engagement in initial teacher education programmes is welcome and is included among the standards of the Teaching Council's Code of Professional Conduct for Teachers as it can provide valuable professional benefits for teachers, student teachers, pupils and teacher education institutions.

#### **5. THE QUALITY OF SCHOOL SELF-EVALUATION**

- The quality of school self-evaluation is very good. The school's improvement process is underpinned by a culture of high aspirations for teachers and pupils. In all aspects of improvement, careful consideration is afforded to analysis of base-line data as a starting point in the process and, as a consequence, the degree of improvement and success can be accurately measured.
- The school identified spelling as an area where learning outcomes do not yet reach expectations. Resultantly, school-based CPD was provided for teachers and a plan was formulated and consistently implemented. An improvement plan has also been established for pupil behaviour with a focus on progressing pupils' readiness to listen and to be attentive in class. It is advised that further support be provided in some class settings and that the successful practices and approaches for listening, implemented in many classrooms, be shared throughout the school.
- The strong culture of reflection on practice, collegiality and collaboration which permeates school life, provides significant support to the school's capacity to continue to develop and improve.

## 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 of quality the school's provision of each area.

Level	Description	Example of descriptive terms
<b>Very Good</b>	<b>Very good</b> 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 <b>outstanding</b> 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
<b>Good</b>	<b>Good</b> 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 <b>very good</b> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<b>Satisfactory</b> 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
<b>Fair</b>	<b>Fair</b> 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
<b>Weak</b>	<b>Weak</b> 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;

# **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 Chlíodhna CNS welcomes the feedback of the inspectors and are encouraged by the content therein. It extends congratulations and thanks to the staff whose continued work and efforts were affirmed, to the wider school community whose role as effective co-educators was acknowledged and to the children who are ambassadors for our school every day.

The Board is particularly pleased with the recognition that the school ethos is visible and apparent in the day to day life of the school and is *'realised effectively through policies and practises that actively promote inclusion.'* This is further seen in their praise for *'the culture of reflection on practice, collegiality and collaboration which permeates school life'*.

In relation to teaching and learning in Scoil Chlíodhna, the Board is delighted to read of the *'very high quality of teaching observed in a significant number of lessons'* with many pupils' critical thinking skills categorised as *'advanced to a high level'*.

## **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 report recommends the promotion of oral language skills as a target area for development throughout all classes and this finding has initiated the development of a whole school Oral Language Plan under the guidance of the Literacy committee.

Following on from the recommendation that a high rate of absenteeism among a small number of pupils be addressed, the school has introduced further measures that praise and promote good attendance and have highlighted to parents the importance of their role in tackling this issue and in ensuring the best possible educational outcomes for their children.

Finally, the school will endeavour to *'continue to expand and embed the very good classroom management and pedagogical practice that was observed'* through our emphasis on collaborative planning and on reflective practise, formally and informally, in relation to all aspects of school life.