



An Roinn Oideachais
Department of Education

Curriculum Evaluation: English Report

REPORT FOR SCHOOL RESPONSE

Ainm na scoile/School name Caragh N S

Seoladh na scoile/School address Caragh
Naas
Co. Kildare

Uimhir rolla/Roll number 18654A

Dáta na cigireachta/
Date of evaluation 22/10/2024

Dáta eisiúna na tuairisce/
Date of issue of report 22/11/2024

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.

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.

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	21/10/2024 - 22/10/2024
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

Caragh NS is a co-educational primary school located in Caragh, Naas, County Kildare. The school operates under the patronage of the Catholic Bishop of Kildare and Leighlin. At the time of the evaluation, the school had an administrative principal, eighteen mainstream class teachers, nine special education teachers, and access to a special education teacher based in another school. There were 457 pupils enrolled.

Summary of main findings and recommendations:

Findings

- The quality of pupils' learning was very good.
- Pupils' learning experiences were very good. Pupils engaged in a wide range of diverse and interesting learning activities.
- The quality of teaching was highly commendable.
- The quality of assessment was very good.
- School planning, including school self-evaluation (SSE), was of a very high quality.

Recommendations

- To further develop pupils' learning outcomes in the playful and creative use of language, teachers should provide systematic opportunities for pupils to engage with a wider repertoire of poetry.
- Teachers should place additional emphasis on the provision of developmental feedback to support pupils to reflect on, and take greater ownership of, their learning.

Detailed findings and recommendations

1. The quality of pupils' learning outcomes

The quality of pupils' learning was very good. Pupils demonstrated very high levels of engagement in their learning and were motivated to learn. They spoke confidently about novels, analysed main characters very effectively and justified their opinions with ease. They demonstrated a very good knowledge of phonics and spoke about their enjoyment of reading books and using the school library. They competently discussed the roles of authors, illustrators and editors. Their expressive and receptive oral language skills were well developed overall, and pupils could describe interesting project activities which they had researched using digital technologies. Pupils competently described comprehension strategies they adopted such as making connections and predictions. Pupils clearly understood the importance of English in their everyday lives and could ably discuss its importance outside of school in real-life situations.

Pupils had a very good knowledge of text types and writing genres overall. They capably described writing activities undertaken such as procedural, persuasive and recount. Pupils' handwriting had been an area of focus in the school and in the main, the presentation and

content of pupils' written work was commendable. There was variance in pupils' engagement with and response to poetry across the school. In settings overall, there was scope for teachers to develop pupils' learning outcomes in the playful and creative use of language. To this end, teachers should provide systematic opportunities for pupils to engage with a wider repertoire of poetry.

Pupils had worthwhile opportunities to work individually and in groups during lessons. They engaged in creative processes including art, creating tourist brochures and designing a class proclamation. This impacted very positively on pupils' ability to be creative and innovative during English lessons. Pupils had a very good understanding of parts of speech, which included synonyms, adjectives and nouns. Pupils' digital literacy skills were very well developed. They had opportunities to learn coding, conduct research and they created presentations, which they shared with their peers.

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

The quality of learner experiences was very good. Pupils displayed a positive disposition towards English and had worthwhile opportunities to work individually and collaboratively. Their written work was displayed and celebrated in classrooms and across the school. In the main, pupils engaged in all activities with enthusiasm. They had worthwhile opportunities to use assistive technologies, where appropriate. In the focus group discussion, pupils stated that they enjoyed writing stories, playing games and participating in drama activities. They reported that they would welcome further opportunities to share their learning with other classes and to have additional guest speakers in the school.

The quality of teaching was highly commendable. Teachers modelled enthusiasm and placed a strong emphasis on promoting expressive and receptive language. They set out clear learning intentions at the beginning of lessons which were shared with pupils. Teachers' classroom management skills were very good and they facilitated well-planned and appropriately paced lessons. They elicited pupils' understanding by their use of highly effective questioning which extended pupils' knowledge. In a few instances, there was scope for teachers to further accommodate pupils' individual learning needs by providing additional visual prompts or support materials. This would further optimise pupil engagement in learning. Teachers were committed to developing their practice and shared their learning from relevant courses on a regular basis.

Special education teachers provided highly effective support on an in-class and withdrawal basis. Teachers had implemented highly commendable in-class interventions which were appropriately time-bound and based on the meaningful use of assessment data. The Continuum of Support was very well embedded in the school and parents were consulted regarding pupils' support plans.

Teachers used highly effective assessment methods overall. These included teacher observation, teacher-designed tasks, checklists, peer assessment, standardised and diagnostic tests. Pupils used a variety of peer and self-assessment strategies which enabled them to reflect on their learning. Pupils had opportunities to provide written feedback which reflected their dispositions and attitudes towards English. Opportunities existed for teachers to extend their provision of development feedback to inform and support pupils' next steps in learning. Teachers should ensure that they provide further developmental feedback to pupils to enable them to reflect on, and take greater ownership of, their learning.

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

School planning, including SSE, was of a very high quality in progressing pupils' learning. The whole-school plan for English provided very effective guidance to teachers and included key information on phonics teaching and intervention programmes. As the school continues to engage with the *Primary Language Curriculum (2019)*, leaders and teachers should collaborate to ensure that there is comprehensive guidance for teachers on developing pupils' critical and disciplinary literacy skills across class levels.

The school engaged very successfully in the SSE process. School leaders had consulted pupils, parents and staff and had identified handwriting as an area of focus. Highly effective strategies were put in place to improve pupils' handwriting and presentation skills which had informed classroom practice and had a positive impact on learner outcomes.



An Roinn Oideachais
Department of Education

For the pupils of Caragh N S about
their learning in English

Date of inspection: 22/10/2024



Introduction

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



Meeting with pupils

The inspectors 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 inspectors find?

Here are some of the main things:

- Learning was very good.
- Pupils had opportunities to do a variety of interesting learning activities.
- Teachers did a very good job of teaching the pupils.



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

- Teachers should give pupils more opportunities to listen to and read poetry.
- Teachers should give pupils more advice on their learning so that pupils can think about how they can do even better.

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

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